



ISE Digital Practice Questions with answers



Higher: B1-C2

Volume 1



ISE Digital

Integrated Skills in English

**Official Preparation
Material** ✓

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The audio for speaking and listening tasks can be downloaded via the link in your confirmation email, or from your account on the [ebook store](#).

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Introduction

Prepare for Trinity College London's ISE Digital exam with these practice questions and answers.

ISE Digital practice question books are divided into two levels:

- ▶ Lower: A1-B1
- ▶ Higher: B1-C2

This is a 'higher' level book for students studying from CEFR* B1 (Intermediate) to C2 (Proficiency). Most people taking exams for university or for work visas need to have a level of English of at least B1.

CEFR levels

CEFR level	Level name
C2	Proficiency
C1	Advanced
B2	Upper intermediate
B1	Intermediate
A2	Pre-intermediate
A1	Elementary

The questions in this book are the same type as the questions used in the higher levels (CEFR B1-C2) of ISE Digital, and they are designed in the same way. In the exam, questions are seen on a computer and are taken under timed conditions, but with this book you can take time to study the questions and prepare for the exam.

Using this book

This book contains over 200 practice questions from 12 task types across all four modules of ISE Digital (Speaking, Listening, Reading and Writing). The level of each task is shown to help you study and prepare for the exam. The texts for the listening and reading tasks, and the sample answers for the speaking and writing tasks, are all levelled from CEFR B1 to C1.

Practise with individual tasks or practise a whole ISE Digital exam by completing questions from each module under timed conditions. If these questions are too difficult, try easier questions in *ISE Digital Practice Questions, Lower: A1-B1*. Practise the questions on your own, with friends or with a teacher to help you learn about the style and type of questions used in ISE Digital.

Find out about the structure of ISE Digital and more information about each module in the next section and in the module introductions.

*CEFR = Common European Framework of Reference for Languages

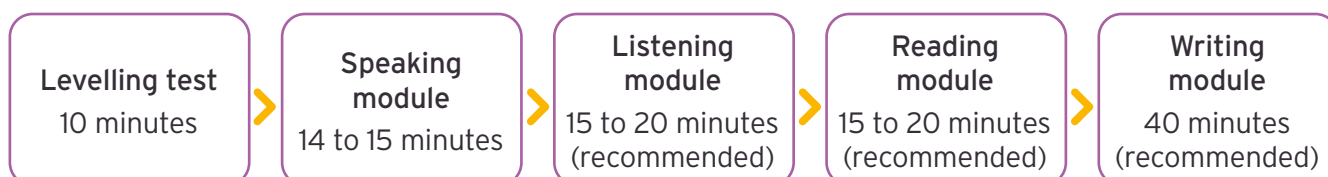


What is the structure of ISE Digital?

ISE Digital adapts to each person's language ability. The test uses your answers to decide the level of the next set of questions.

First, you take a 10-minute Levelling test. Your score in the Levelling test sets the level of difficulty in the first set of exam questions and ensures the questions are suitable for your skill level. You then answer questions in the Speaking, Listening, Reading and then Writing modules. You cannot go back to earlier parts of the test.

An ISE Digital exam takes approximately 105 minutes. This includes the Levelling test and time for reading the exam instructions.



»»» The Speaking, Listening, Reading and Writing modules have a total combined time of 95 minutes, including 5 minutes to read instructions.

»»» Candidates need to progress in their own time through the Listening, Reading and Writing modules. It is recommended that the above timings are used.

Structure of the ISE Digital Levelling test

There is one task type in the ISE Digital Levelling test – answer 15 to 25 vocabulary questions. The total time for the Levelling test is 10 minutes. See the [Trinity website](#) for example questions.

How is the Levelling test assessed?

The Levelling test is scored by computer. Each correct answer is worth one mark.

Vocabulary

Task context and format	Read a word and choose a similar meaning from four options.
Input selection	Input: one word Domain: personal, public/social, educational or work Part of speech: noun, verb, adjective or adverb
Number of questions	15-25
Assessment	Each item is worth one mark. All items are weighted equally.
Time	10 minutes

ISE Digital modules, tasks and requirements

Module	Task	Task requirement
Speaking	Responding to questions	Describe objects, people or places and give opinions
	Delivering a prepared talk	Give a prepared talk and answer a follow-up question
	Interacting	Respond to a scenario and then respond to new information
	Summarising a talk or conversation	Summarise a conversation and give an opinion
Listening	Listening to a description	Answer questions about a description
	Listening to a conversation	Answer questions about an informal conversation
	Listening to a discussion	Answer questions about a discussion
	Listening to a talk	Answer questions about a talk and a retelling of the talk by a second speaker
Reading	Reading a visual text	Answer questions about a short, visual text
	Reading a single text	Answer questions about a single text
	Reading a paired text	Answer questions about two texts on the same topic
Writing	Written online communication	Write a short opinion-based text or respond to a group chat
	Writing from sources	Read two or three texts and write an essay/report using information from the text and add your own ideas

Learn more about ISE Digital in this book and at trinitycollege.com/ISE-Digital.

1. Speaking module

Introduction to the Speaking module

In ISE Digital, your speaking skills are tested in up to four different tasks. You will see tasks that match your English level. In the exam, your answers are recorded **only once** on the computer, and you cannot record them again.

Use the practice questions here to help you get ready for the exam. We suggest recording your answers and comparing them with the sample answers.

The Speaking module takes about 14 minutes.

	Responding to questions	Delivering a prepared talk	Interacting	Summarising a talk or conversation
Candidate speaking time	1.5 minutes	2.5 minutes	1.5 minutes	2 minutes

Task: Responding to questions

Summary	Respond to three questions from a digital speaker. The questions are similar to ones you might be asked when meeting someone new.
Your response	<ul style="list-style-type: none"> Use a natural conversational style Give full responses Avoid short answers
Phases	<ul style="list-style-type: none"> Hear question 1 Respond to question 1: 30 seconds Hear question 2 Respond to question 2: 30 seconds Hear a follow-up question Respond to the follow-up question: 30 seconds

Task: Delivering a prepared talk

Summary	Give a prepared talk on a topic. Do not memorise the whole talk. After your talk, you will be asked a follow-up question.
Your response	<ul style="list-style-type: none"> Plan and structure your talk Use natural intonation Avoid memorisation/recitation
Phases	<ul style="list-style-type: none"> Hear instructions Give your talk: 2 minutes Hear a follow-up question Respond to the follow-up question: 30 seconds



Task: Interacting

Summary	Complete an interaction (eg a request, suggestion, complaint or apology). Then respond to some unexpected information.
Your response	<ul style="list-style-type: none"> Use appropriate language (eg words and intonation) for the situation and person you are speaking to Be polite where necessary Respond naturally (ie speak like it's a real-life conversation)
Phases	<ul style="list-style-type: none"> Hear scenario Thinking time: 15 seconds Respond to the scenario: 1 minute Hear unexpected information Respond to the unexpected information: 30 seconds

Task: Summarising a talk or conversation

Summary	Listen to a talk, discussion or conversation. Summarise what you have heard for another person and give your opinion on the topic. Then answer a follow-up question.
Your response	<ul style="list-style-type: none"> Use appropriate style for the context (eg informal/formal) Answer the bullet points in the question Give your opinion and make recommendations
Phases	<ul style="list-style-type: none"> Hear instructions and see the guide questions Hear conversation Thinking time: 30 seconds Give a spoken summary and your opinion: 1 minute Respond to the follow-up question: 1 minute

Audio files

Audio files are numbered and have the  icon.

1.1 Responding to questions



For this part of the test, you will respond to **3 questions**.

- ▶ You have **30 seconds** for each response.
- ▶ Please respond as fully as you can in the time allowed.
- ▶ Let's get started.

A:

1. [01] What do you do in your free time?
 2. [02] I like cooking at home. Do you prefer eating out or cooking at home?
 3. [03] I think eating out in restaurants is a waste of money. What do you think?
-

B:

1. [04] I really don't like travelling by plane. What do you think of flying?
 2. [05] I don't think people should take a job just because of a good salary. What do you think?
 3. [06] What do you think the world would be like if money didn't exist?
-

C:

1. [07] I don't like buying things on the internet. What are the advantages of buying in shops?
2. [08] I think there are too many cars on the roads. How could this be reduced?
3. [09] How do you think the way we travel will change in the future?

1.2 Delivering a prepared talk



- ▶ You can use a topic form or outline as a guide.
- ▶ There will be a follow-up question after you finish your talk, for example, 'What advice do you have for someone who wants to learn more about this topic?'
- ▶ You should talk for **2 minutes**.

Note: Owing to the nature of the prepared talk, there are no further instructions for this task.



1.3 Interacting



For this task, you will hear a description of a situation that you will need to respond to.

- ▶ First, you will listen to a description.
- ▶ In the exam, you will then have **15 seconds** to plan your response.
- ▶ You will have **1 minute** to respond.
- ▶ After you give your answer, you will hear some new information.
- ▶ You will have **30 seconds** to respond to the new information.

A: Homework

Task – Description

⏱ 10

Your teacher asks for your homework, but you had problems with your computer, so you haven't done it.

Talk to your teacher and:

- apologise
- explain what happened

Interaction

⏱ 11

Can I have your homework, please?

Follow-up question

⏱ 12

I'm not sure that excuse is good enough. Why shouldn't I give you a zero?



B: Mobile phone

Task – Description

🎧 13

You bought a new mobile phone for a family member, but it doesn't work very well. Take it back to the shop.

Talk to the shop assistant and:

- complain about the product
- ask for a solution to the problem

Interaction

🎧 14

How can I help you?

Follow-up question

🎧 15

But look, I can see a mark on the phone. It looks like someone has dropped it.
How did this happen?

C: Promotion

Task – Description

🎧 16

You have worked for a company for over 10 years as an assistant manager, and you want to be promoted.

Talk to the head of the company and:

- ask to be a manager
- explain why you think you can do it

Interaction

🎧 17

Hi. What do you want to see me for?

Follow-up question

🎧 18

Hmm... but Steven has been here for 12 years. Why should I promote you and not him?

1.4 Summarising a talk or conversation



For this task, you will first listen to one or two people talking and then you will tell someone else about what you heard.

- ▶ First, you will listen to a talk or a conversation.
- ▶ In the exam, you will then have **30 seconds** to plan your response.
- ▶ You will have **1 minute** to give your summary and opinion.
- ▶ There will be a follow-up question after you give your summary and opinion.
- ▶ You will have **1 minute** to respond to the follow-up question.

A: Job search

Task

🎧 19

- ▶ Your friend is finishing university and will start looking for a job soon. Today, you hear two people talking in a café about looking for a job.
- ▶ Listen to the conversation using the questions below as a guide. You will then tell your friend about what you heard.

- What are the people talking about?
- What advice would you give your friend about applying for jobs?

- ▶ You will have **1 minute** to talk.

Conversation

🎧 20

[Listen to the conversation using the questions as a guide. Then give your spoken summary and opinion in **1 minute**.]

Follow-up question

🎧 21

How do you think jobs will change in the future?





B: Museum visit

Task

🎧 22

- ▶ Your friend is writing a report about different kinds of museums and galleries. Today, you hear someone talking on a podcast about a museum visit.
- ▶ Listen to the podcast using the questions below as a guide. You will then tell your friend about what you heard.

- What is the speaker talking about?
- What kind of people would you recommend the museum to?

- ▶ You will have **1 minute** to talk.

Talk

🎧 23

[Listen to the podcast using the questions as a guide. Then give your spoken summary and opinion in **1 minute**.]

Follow-up question

🎧 24

Why is art important to society?



C: Singing

Task

 25

- ▶ A young person in your family wants to become a singer. Today, you hear two people talking on the radio about singing.
- ▶ Listen to the radio show using the questions below as a guide. You will then tell your cousin about what you heard.

- What is the woman telling the man about?
- What advice would you give your cousin about becoming a singer?

- ▶ You will have **1 minute** to talk.

Conversation

 26

[Listen to the conversation using the questions as a guide. Then give your spoken summary and opinion in **1 minute**.]

Follow-up question

 27

How important is natural talent for performing artists?

1.5 Speaking module sample answers



Each practice question has two example answers. Each answer has a level. Real spoken answers will probably not be as smooth or clear as these written ones. These examples show how you can answer the questions. For this reason, the levels shown are for guidance only.

Sample answers | 1.1 Responding to questions

Sample answers | A1: What do you do in your free time?

In my free time, I enjoy reading and watching films with my friends. Reading helps me to relax and also to learn about the world. I read online articles about interesting topics, and I like science fiction books. Usually, I read in the evenings before I go to bed. At the weekends, I often go to the cinema with my friends. We enjoy watching action and adventure movies, and after we have pizza. Sometimes, I play football in the park with my sister.

(CEFR B1)

Whenever I have some free time, I like to get outside and be active. I play tennis three times a week with some friends, and I go swimming at my local sports centre. At the weekends, if the weather is nice, my family and I enjoy hiking and cycling. We live in an area where it's easy to drive to the countryside, and there are lots of good areas for walking in the hills. Another activity which I enjoy is gardening, in particular growing vegetables, because it's very rewarding.

(CEFR B2)

Sample answers | A2: I like cooking at home. Do you prefer eating out or cooking at home?

Eating out is fun, but I prefer cooking at home. I think it's better because I can practise cooking different foods. I know lots of people look for recipes online, but I have lots of recipe books, and I really enjoy reading them and choosing new dishes to try. Another thing I prefer about cooking at home is I can invite my friends and family. For me, it's more relaxing to be in my home than with lots of other people in a restaurant. But I don't like doing the washing up after.

(CEFR B1)

Unfortunately, I'm not a very good cook, so I would rather go out to restaurants. For me, it's such a nice experience having someone else do the cooking. And of course, you get to try new dishes without the trouble of learning them yourself. If I do cook, it's always a barbecue because I'm quite good at that, especially chicken. Over the years, I've improved my barbecue skills, and I think I'm much better than I used to be. But apart from that, I'd prefer to go out than cook at home.

(CEFR B2)



**Sample answers | A3: I think eating out in restaurants is a waste of money.
What do you think?**

In my opinion, eating out in restaurants is sometimes a waste of money if the restaurant is bad. If you spend a lot of money and the food is bad, or the waiters are not polite, then it is a waste of money. But sometimes the food is not special, and you have to eat in a restaurant or café because you are busy or in a hurry. Then it doesn't matter. Also, it doesn't matter so much if the food is cheap.

(CEFR B1)

For me, it's worth spending money in restaurants, but only if the food is good quality. There are many restaurants these days which I think are overpriced. Just because the food looks good it doesn't mean it tastes good, so I agree that sometimes eating out is a waste of money. I also think that the overall experience should be good as well as the food. I don't want to pay a lot of money to sit in a crowded and noisy restaurant with terrible decoration. The price should reflect the experience.

(CEFR B2)

Sample answers | B1: I really don't like travelling by plane. What do you think of flying?

I think flying is a safe way to travel, but I also think that people should travel less in order to be more environmentally friendly. I know flying makes a lot of people anxious, but there are some things that you can do to feel better. If you get to the airport early, you will have more time to relax before the flight. Being in a rush can make you more nervous. If I were you, I would drink some tea and read before you get on the plane to feel calmer and more comfortable.

(CEFR B2)

As far as I'm concerned, if flying is something that causes you distress, you should try to fly less frequently. There are plenty of other options such as high-speed trains, which may take longer, but they will reduce your anxiety and fear. Remember, too, that they are far less harmful to the planet, although they can often be more expensive. If I were you, I would look into these alternative options and evaluate which ones could work for you depending on where you have to travel to and your budget.

(CEFR C1)

**Sample answers | B2: I don't think people should take a job just because of a good salary.
What do you think?**

I agree that people shouldn't take a job just because it has a high salary. It is important that people enjoy their work because money is not enough for most people. Job satisfaction should come from other areas like helping others or providing a good service or creating a useful product. Besides the actual job, it is important to get on with your work colleagues too. If all you focus on is the salary, there is a high chance that you will leave the job in a short time.

(CEFR B2)

This is an interesting question because, for some people, money is a huge motivating factor when they are job hunting. This could be due to necessity, as they may need more money if they have children or if they move to a more expensive area of the country. Or it may also represent something for them personally. Receiving a high salary can be seen as having achieved something in life or as a measure of success when compared to others. It is quite complex for many people.

(CEFR C1)





Sample answers | B3: What do you think the world would be like if money didn't exist?

I think that if we didn't have money in the world, people would find another way to exchange ideas and objects. Maybe they would use another system like sharing. Money is helpful because it means we can pay for things we need or things we can't do ourselves. I think society would quickly find another way to replace money with something similar because I think we will always need to exchange things because this is how people have developed.

(CEFR B2)

Some people suggest that the world would be a fairer and more pleasant place if money didn't exist, but in my opinion, this is quite naïve. If money didn't exist, something else might replace it and this could be worse than money. Money brings many advantages as well as causing problems. Perhaps people would share things equally and the world would be nicer, but, equally, people might want to keep resources for themselves. It is very difficult to imagine a world where money doesn't exist.

(CEFR C1)

Sample answers | C1: I don't like buying things on the internet. What are the advantages of buying in shops?

There are several advantages to buying things in shops instead of on the internet. You can see them properly and work out if they are good quality or not. This is much harder to do online. For some people, it's better because there is less choice, so they can choose what they want quickly. Having too many options can be stressful, therefore, going to shops is a more relaxing shopping experience. In my view, it's nice to be able to talk to the shop assistants or owner as well.

(CEFR B2)

Purchasing goods online is full of risks, in my opinion. Although it is convenient and items are usually delivered rapidly, that is often where the benefits end. The main issue is that it can be difficult to work out whether what you're looking at is high quality or not. Customer reviews are not always authentic, and as such, shopping in actual stores seems the better option to me. That way you can interact with sellers and really get to see if the goods meet your expectations or not.

(CEFR C1)

Sample answers | C2: I think there are too many cars on the roads. How could this be reduced?

It is true that nowadays the roads have become very crowded with traffic. The number of cars could be reduced by charging drivers a fee to use the road network. This has been done in many cities around the world and has made a large difference. Another way of reducing traffic could be to improve public transport so that people don't want to use their cars so much. However, this option might be very expensive, and therefore it might not be suitable for everywhere.

(CEFR B2)

These days, many roads in towns and cities are congested, and it would be much better if this situation were improved. One suggestion is to introduce payments to use specific roads or areas. Another could be to provide free parking on the edge of towns and cities, and a free bus service into the centre. Incentives should try to encourage people to use public transport more, and local governments should make more cycle lanes and pedestrian areas.

(CEFR C1)





Sample answers | C3: How do you think the way we travel will change in the future?

I believe that travel will become more automatic in the future. Self-driving cars are currently being tested, and we will be able to buy them soon. I think that there will also be a lot more public transport, especially trains, because they are fast and easy to use. People will replace their petrol cars with electric cars, but, in my view, driving will become less popular with people in general because it is a stressful way to travel compared to other forms.

(CEFR B2)

The way people travel is going to change significantly in the near future as petrol cars are gradually replaced by less polluting forms of transport. More people will opt for electric cars and then perhaps self-driving cars, although I'm not convinced that they are quite ready yet. It's highly likely that air travel will continue to be popular, but train travel will increase as well, especially as more countries build high-speed train networks and encourage more climate-friendly forms of transport.

(CEFR C1)

Sample answers | 1.2 Delivering a prepared talk

Owing to the nature of the prepared talk, there are no examples for this task. This gives you flexibility in approaching this task.

Sample answers | 1.3 Interacting

Sample answers | A: Homework

Interaction: Can I have your homework, please?

Follow-up question: I'm not sure that excuse is good enough. Why shouldn't I give you a zero?

Interaction: Oh, I'm really sorry, but I had a big problem with my laptop. So, I couldn't do my homework. Um... when I turned on my laptop last week, the screen was broken. I tried to make it work, but I couldn't do it... I took it to a computer shop to get it fixed. It took a week to fix it. I didn't realise it was going to take that long. The shop called me the day after to say the problem was difficult... and they needed more time. There was nothing else I could do... I just had to wait.

Follow-up: Um, because I'm a good student... and this situation hasn't happened before. I've submitted all my other work on time. And I got good grades for my other assignments. I think this means I could have extra time for this one... I'll definitely submit it by the end of the week now that my laptop works again.

(CEFR B1)

Interaction: I have to apologise for not handing in my homework on time. Unfortunately, I had some issues with my computer... I was working on the final bits of my assignment when suddenly my computer crashed. I had forgotten to save my work in another place, so I lost everything... I know that was a silly mistake. At the moment I'm re-writing it on my friend's computer... and I'm sure it'll be finished by tomorrow. So, I was wondering if I could submit it a day after the deadline because of these problems? I'm really sorry about this.

Follow-up: Well, usually this kind of thing doesn't happen. I am always careful to save my work in more than one place to prevent this kind of thing... I must have been distracted or something. As an organised student who has never submitted any other assignment late, I would like you to consider giving me an extension because of these unusual circumstances... I understand that I might receive a low mark... but I don't think I deserve zero.

(CEFR B2)



Sample answers | B: Mobile phone

Interaction: How can I help you?

Follow-up question: But look, I can see a mark on the phone. It looks like someone has dropped it. How did this happen?

Interaction: Hello. I would like to return this phone and get another one because this one doesn't work. I bought it last week for my daughter... she was very happy with it... but after a week it had some problems. The screen sometimes didn't work. I tried to fix it. I turned it off, and then I turned it on again... but that didn't help. I would like you to look at it to see if you can fix it. If you cannot fix it, I would like a new phone. I think it's bad that it has some problems after only a week.

Follow-up: I'm sure my daughter has not dropped the phone. And it's on the side of the phone, not the screen. So... I think that the mark is not important. I think you should check the phone to see if there is a problem inside it... When it started to have problems, my daughter put it back in the box... She stopped using it... so she didn't drop it.

(CEFR B1)

Interaction: Hello. I'm very disappointed with this phone that I bought from here a couple of weeks ago. It was a gift for my cousin, and although at first he was delighted with it, something went wrong after a few days... so I'd like a replacement please. I'm not exactly sure what this issue is... but he mentioned that it kept turning itself off without any warning. I have the receipt here... and the guarantee which says that the phone will be replaced if there are any problems with it in the first 14 days after purchasing it. Could you take a look at it for me... so you can assess whether it can be fixed or whether it should be replaced?

Follow-up: I can assure you that the phone has not been dropped or damaged in any way... and I'm not sure that suggesting this is very good customer service. Besides, this mark is tiny, so I doubt if it would have caused any technical problems with the phone... Maybe these phones aren't particularly well made... and this happened in the factory?

(CEFR C1)



Sample answers | C: Promotion

Interaction: Hi. What do you want to see me for?

Follow-up question: Hmm... but Steven has been here for 12 years. Why should I promote you and not him?

Interaction: Could I talk to you about being promoted? I think I'm ready to take on more responsibility. I've worked as an assistant manager for a long time... and I would like a new challenge. I know everyone on the team well, and I have good relationships with our customers. I have a lot of knowledge... and I think I would be good at training new people in the company. It would be really interesting to help this company move forward and make progress by contributing to the business planning... and helping the staff create new products.

Follow-up: Well, Steve is more interested in developing products than managing people. He's very creative, so I think it would be better for him to stay in the Design team... I'm more interested in people and planning and that kind of thing. I feel like I need to do something a bit more challenging... and I'm sure I would enjoy being a manager much more than Steve.

(CEFR B2)

Interaction: I'd like to ask if you would consider me for one of the new manager jobs. Recently, I've been thinking that I would like to move into management... I think my skills are suited to the role because I'm well organised and I'm good at communicating. Some of my other skills which are relevant are that I work well under pressure... I don't get stressed easily, and I can keep other people calm. In my role as assistant manager, I have had some practice with helping others solve problems and developing their skills... Now I feel as though I am ready to step up a level and take on the responsibility of a team manager.

Follow-up: Although Steve is also experienced and qualified for the role as manager, I don't think he is as keen on it as me... Steve is less of a people person and more product focused. Whenever anyone needs advice on design, they go to Steve... so I'm not sure it's the best use of our resources. I think that managers should be people who really want to do the job... Otherwise they might not be very good role models for their teams.

(CEFR C1)

Sample answers | 1.4 Summarising a talk or conversation

Sample answers | A: Job search

Summary

The people are talking about looking for a job... The man wants to do something about IT, but he hasn't found anything yet... And the woman is giving him some advice. She says that the man can work from home. If he will do this, then he can ask more companies... Now, he's asking companies where he lives.

To advise a friend... I would advise them to look in a lot of places. It's hard to find a job... So, you have to look a lot... on the internet, in newspapers, but also you should ask your friends and the people you know... Because sometimes they can help you find a job. If you know people who work in a place you want to work, you can ask them for help.

How do you think jobs will change in the future?

I think in the future... jobs will be quite similar to now. Maybe more people will work on computers. Now a lot of people work with computers, but the internet is getting more and more important. I also think people will work from lots of different places too. People don't need to be in the office... Sometimes they can even work from other countries... I think this will increase.

(CEFR B1)

Summary

I heard two people talking yesterday. You might be interested. The man was looking for a job, but he hasn't found one yet. He applied for lots... But he isn't very experienced... He's just finished his studies at university. So that's probably the reason he hasn't got one. He spoke to a woman about it, and she tried to help him... She gave him some advice about how to get computer jobs... That's the area he wants to... That's what he wants to do. I think he studied that.

She said that he needs to look at more places... Look outside of the town... He's just looked in his town... But she says he should look for jobs in other places... And she also says he might try to find a work-from-home job. She says it's a good way to work.

So I think maybe you can do the same... Write a good CV! And also send it to lots of places... not just in this town. Some people just send their CV to one or two of their favourite places to work... But it's not easy to get a job. You should send it to as many as possible. Also, it's a good idea to look at jobs websites, and maybe you can find something perfect for you.

How do you think jobs will change in the future?

I'm not sure. I feel like technology can do a lot of the jobs that humans do now... So perhaps there will be less work for people... I think there will always be jobs though. Maybe people will start doing more jobs that aren't with computers... Like making things or working in hotels... Things like that. I think also that jobs have more competition than before... So people have to study a lot to get the job they want... This will probably continue too.

(CEFR B2)



Sample answers | B: Museum visit

Summary

So, I heard someone talking about a museum. It was on a podcast. I think it's interesting for you because of your report... So the woman said the museum is a bit crazy but a lot of fun... It's the Museum of Bad Art... And it's got lots of art that is really bad in it... Like one is a painting of two dogs that are dancing... I think they're green or something too! She also said that some of the art is good... Well, she thought some of the art was good.

She thinks some people will like the museum and some people will hate it, and I agree. It's probably a good place to go if you want to laugh at the paintings! Oh, and it's free, so it is good to go to if you don't have money to pay for something else. But... Perhaps you can write about it... For your report.

Why is art important to society?

I think art is really important for society. When we look around... There is... There is art in lots of the things we are seeing... For example, I think lots of buildings are like art... Where I live there are many old and very beautiful buildings... And when I see them they give me a happy feeling. I think art makes people happy in many ways. Some people like to go to galleries, but we can see art in the street too. Imagine if we lived with no art... I think it would be a depressing way to live.

(CEFR B2)

Summary

I know you've got a report soon about museums in the area, and I've got some information. I was walking to college this morning, and I heard a podcast about a really strange museum. It's called the Museum of Bad Art... Well, I suppose you can guess from the name! The woman on the podcast said that it's really entertaining and not anything like a normal gallery... The art is all famous for being bad art... There are strange works like dancing dogs and people who are having a picnic in lime body suits... It sounds like a lot of fun to me! You and I would love it. Probably it's the kind of place that people who aren't too serious about art will like... It doesn't sound good for serious art buffs! The woman also said that sometimes you can find a piece of art that you might like... She saw one about a face that made her feel quite emotional.

Why is art important to society?

I think we all need something beautiful in our lives. Art helps people feel joy, and also it teaches us about our emotions sometimes. Making art can be really good in this way... There are now lots of courses for people where they can do art to help them communicate or deal with their problems. Art also teaches us about society. Think of before, when there were no cameras. We're lucky to have all the art to tell us what life was like before cameras.

(CEFR C1)

Sample answers | C: Singing

Summary

Hi, Sabrina. It's nice to see you. Hey... I want to tell you about a radio show I heard. It was about being famous... And I know that's something you have always wanted. So... the woman on the show said that to be successful, it's a good idea to get focused criticism as well as support and encouragement. She talked about how important it was for her to make lots of recordings and share them with friends and family. She also said that as well as talent, it's really important to practise. But not just with your voice, with other muscles as well. So, maybe you can do what she did and make recordings of you singing your favourite songs. I'm sure your parents will help you and so can I. But you need to make sure the recording sounds good. Do you need any new music equipment? Maybe like a microphone or something else? It's a good idea to get some good equipment before you start. Perhaps I can help you do that.

How important is natural talent for performing artists?

You mustn't think that talent is all you need to be a good singer. Talent is important, but it is not the only thing which is important. Like with lots of jobs, you need to work and study to be good. There are many things you need to practise, like... practising with your throat and your whole body. People who are good singers usually find a teacher to help them develop their voice, even if they are talented.

(CEFR B2)

Summary

I know you've always wanted to be a successful singer, so I wanted to tell you I've just listened to something about that. Let me tell you about it. It was a radio show that was on last night, and they were talking about the things you need to be successful. We all know how important positive feedback is, but this singer was saying how necessary targeted comments were – criticisms with suggestions about how to improve as well as encouragement. The singer also said how helpful it was to make her own recordings and share these with friends and family – obviously that's a lot easier now with the kinds of technology and equipment you can link to your mobile phone. She said that as well as all this hard work, it was really important to remember that your voice is just one thing to train. You also need to train your lungs and ears too. I think long-breathing exercises can help, and I guess listening back to yourself singing difficult notes and scales can also help develop an ear for musical detail. That's my advice.

How important is natural talent for performing artists?

Being a good singer or performer requires more than just talent. Talent is really important, but I think that practice and hard work are just as important. I don't think there are any successful performance artists who haven't worked to develop their talent... The best singers make their work look easy, but actually they have trained really hard to become successful. As well as practising with specific songs, there are body techniques to develop as well... developing your lungs and vocal range with so many different exercises. It's a lot more complicated than it looks.

(CEFR C1)

1.6 Speaking module scripts



You will not see the scripts in ISE Digital. These are provided in this book for study purposes only.

Scripts | 1.4 Summarising a talk or conversation

Script | A: Job search

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Woman: How are you doing? I heard you're looking for a job.

Man: Yes, I am, but it's taking longer than I thought. There aren't many jobs out there at the moment, and the problem is that I don't have much experience. I've just finished university. I did a summer job, but that was in a café, and I don't want to continue working in that area. I want to work in IT – that's what I studied.

Woman: I thought there were lots of IT jobs around. Every company uses computers these days. Where have you been looking?

Man: Well, I've sent my CV to all the technology companies in town, but I haven't heard back from any of them.

Woman: Why don't you try looking at places a bit further away? There aren't many technology companies in this town compared to other places. Or you could try companies that let you work from home. I do that, and it's quite a nice way to work. My company is very flexible, and I can work when I want.

Man: Yes, that's a good idea, thanks. I'm not keen on moving, but I do like your idea of working from home, but doesn't it get lonely?

Script | B: Museum visit

23

Woman:

So, today on Art Speaks, I want to talk about a very different kind of gallery. The Museum of Bad Art, or MOBA, showcases only art which is considered 'awful', and yet I ended up rather enjoying the experience.

Some of the work would get a poor grade if it were produced at primary school, but it's all from real artists. And it's not just technique, some of the themes are just, well, weird! The painting 'Swamp Picnic', for example, shows two people in lime green body suits, sitting in a swamp! If that's not weird enough, there's also a painting of two dogs dancing 'arm' in... erm, 'arm'!

Of course, I should say that not all the pieces are so terrible, as it obviously depends on your individual perspective. Personally, I could really feel the emotion in a painting called 'The Empty Man', which is just a downturned blue face.

Now, some listeners may be rather confused by this museum. Many people go to museums and galleries for uplifting and educational experiences, to admire the best art that humankind has been able to produce, or to learn about other cultures and time periods. You won't get that at MOBA! What it will give you, is a bit of light-hearted fun.

In summary, if you fancy seeing some weird and wonderful things, I'd recommend visiting. You'll have an entertaining time, and you've got nothing to lose as it's completely free!

Man: Thanks for coming on the show, Carol. Can you tell us a bit about how you became a singer?

Woman: Sure. I've been singing since I was very young, but I decided to take this hobby seriously when I was 14. I started to make recordings of my favourite songs and shared them with my friends and family.

Man: I see. And was this a useful way to develop your singing skills?

Woman: Not really, no! Friends and family can give you support and encouragement, but if you want to improve as a singer, you really need a good teacher. I had a great mentor, at a local music academy, who showed me the different things that I could do with my voice – and criticised me when necessary, too.

Man: Right. Perhaps some people have this misconception that learning to sing is not like learning a musical instrument. They think that when pianists have to sit down for hours a day practising and learning techniques, singers can simply rely on natural talent. But that's not right, is it?

Woman: Well, you do need to start with a basic talent, but that must be nurtured carefully. And like any other musician, you need to work hard. You have to train your whole body. Good singing relies on doing the right thing, not just with your mouth and throat, but with your lungs as well. And having a good ear for music too.

2. Listening module

Introduction to the Listening module

In the ISE Digital Listening module, you are tested in up to four different task types. You will see tasks that match your English level and no more than 30 questions. Once you have completed a task, you cannot go back to change your answers.

Use the practice questions in this section to help prepare for the actual exam. The level of each task is given to help you understand your language level. This information will help you decide what to study so that you can best develop your language skills.

	Listening to a description	Listening to a conversation	Listening to a discussion	Listening to a talk
Number of speakers	1 speaker, heard twice	2 speakers, heard twice	3 speakers, heard twice	2 speakers, each heard once*
Length of recording (excluding instructions and the repeat, if applicable)	1-1.5 minutes	1.5-2.5 minutes	3-3.5 minutes	2-2.5 minutes (for each speaker)

Task: Listening to a description

Summary	Listen to an audio description of a person, place, object or activity. You will answer multiple-choice questions about what you hear. The audio plays twice.
Focus	You show that you can: <ul style="list-style-type: none"> understand the gist of the overall description understand specific detail within the description make inferences or evaluations
Number of questions	2-4

Task: Listening to a conversation

Summary	Listen to a conversation between two people about one topic. The speakers could be friends or colleagues. They know each other and are friendly. You will answer multiple-choice questions about what you hear. The audio plays twice.
Focus	You show that you can: <ul style="list-style-type: none"> understand the overall conversation and its context understand the main points and specific details understand the interaction between the speakers and the speakers' aims understand the language functions used make inferences and evaluations synthesise information
Number of questions	3-6

* The speakers cover the same information.



Task: Listening to a discussion

Summary

Listen to a discussion between three people on one topic. The speakers could be classmates, teachers, colleagues or public figures. Each person will share their views. You will answer multiple-choice questions about what you hear.

The audio plays twice.

Focus

You show that you can:

- ▶ follow an interaction between multiple speakers
- ▶ understand the overall discussion and how different parts of the discussion link together
- ▶ identify the speakers' opinions, attitudes, responses and goals, even if these are not directly expressed
- ▶ make inferences and evaluations
- ▶ synthesise information

Number of questions

4-8

Task: Listening to a talk

Summary

Listen to a talk or presentation by one speaker. This talk is formal. Then, listen to someone retelling the talk in informal language. You will answer multiple-choice questions about what you hear.

The audio, which includes the talk and retelling, plays once. The retelling repeats the same information covered in the talk.

Focus

You show that you can:

- ▶ understand the overall talk and its retelling
- ▶ follow the speakers and the text organising features
- ▶ understand informational content
- ▶ make inferences and evaluations
- ▶ synthesise information

Number of questions

4-8

Audio files

Audio files are numbered and have the  icon.



2.1 Listening to a description

Instructions

You will hear a short description. Answer the questions while you listen.
You will hear the description twice.

- ▶ In the exam, you will have **15 seconds** to read the questions before the audio recording starts.

A: Film review

CEFR B1 | 28



1. Which aspect of the film does the man especially like?

- a) the jokes
- b) the action
- c) the characters
- d) the story

2. What is the man's opinion about the topics in the film?

- a) They are common in real life.
- b) They will be interesting for everyone.
- c) They are too dark and gloomy.
- d) They teach children good behaviour.

3. What is unusual about the film?

- a) It shows the life of a famous artist.
- b) It is an animated movie.
- c) The style of drawing keeps changing.
- d) It shows life on different planets.

4. How does the man feel about the film?

- a) He wants to read the comic books.
- b) He likes all superhero movies.
- c) He thinks it's great for older people.
- d) He's surprised it was so good.



B: Tour de France

CEFR B1 | 🗣️ 29

1. According to the speaker, why is the Tour de France challenging?

- a) It tests different athletic abilities.
- b) It only takes place in the mountains.
- c) It includes the best cyclists in the world.
- d) It changes the route each time.

2. According to the speaker, what makes the Pyrenees route so hard for cyclists?

- a) It takes a few hours to finish.
- b) There are many turns in the road.
- c) It is difficult to see the road.
- d) The route goes uphill a long way.

3. What does the speaker believe cyclists need to remember about the weather?

- a) It gets extremely hot.
- b) It is difficult to plan for.
- c) It gets worse in July.
- d) It changes quickly.

4. Which of the following aspects does the speaker mention?

- a) the type of people who take part in it
- b) what makes one part of it a challenge
- c) reasons why it's so popular
- d) how to get fit enough to do it



C: Parrots

CEFR B2 | 🎧 30



1. What are African grey parrots known for?

- a) having colourful feathers
- b) being obedient pets
- c) copying people's voices
- d) doing tasks for their owners

2. What does the experiment suggest about the parrots?

- a) They need to observe the cups carefully.
- b) They do well in experiments with rewards.
- c) They have excellent hearing abilities.
- d) They understand the nut makes the noise.

3. How do the parrots compare with human three-year-olds?

- a) They have a similar ability to reason.
- b) They have superior intelligence.
- c) They are more interesting to scientists.
- d) They behave with more patience.

4. Who is the main audience for this talk?

- a) pet owners
- b) bird experts
- c) university students
- d) a podcast audience



D: Sudoku

CEFR B2 | 🎧 31

			4	8			
	6			7		1	
7		2		9		5	4
	9		7		4		3
		7		5		8	
	8		9		6		5
9		4		1		7	8
	7			6			4
			2		7		

1. What can be inferred about the origin of modern Sudoku?

- a) The game was invented by a company.
- b) It was developed by more than one person.
- c) Most people are unaware of the true story.
- d) The rules are different from early versions.

2. What made Sudoku popular all over the world?

- a) Howard Garns' colleagues
- b) the Japanese
- c) a puzzle magazine
- d) a British newspaper

3. Why are so many people attracted to Sudoku?

- a) because it's simple
- b) because it's varied
- c) because it's interesting
- d) because it's tricky

4. What is the main topic of the description?

- a) the man who invented modern Sudoku
- b) the first newspaper to publish Sudoku
- c) the countries where Sudoku is popular
- d) the reasons why Sudoku is successful



2.2 Listening to a conversation

Instructions

You will hear a conversation. Answer the questions while you listen.
You will hear the conversation twice.

- ▶ In the exam, you will have **25 seconds** to read the questions before the audio recording starts.

A: Gifts

CEFR B1 | 32



1. What does the man imply when he talks about buying a present?
 - a) He's terrible at choosing gifts.
 - b) He wants to spend as little as possible.
 - c) He wants a wide variety of suggestions.
 - d) He's embarrassed about the situation.
2. According to the woman, what is the best approach to buying gifts these days?
 - a) find out what the person likes
 - b) get some expert advice
 - c) search for gifts online
 - d) avoid buying physical objects
3. How does the man first react to the idea of buying an experience?
 - a) He rejects it.
 - b) He has doubts about it.
 - c) He's excited about it.
 - d) He doesn't understand it.
4. What does the man say about getting his aunt tickets for an event?
 - a) It could be the perfect present.
 - b) He might benefit from it too.
 - c) It is something they would both enjoy.
 - d) It is cheaper than other things.
5. What do the man and woman disagree about?
 - a) whether the man should go with his aunt
 - b) whether the man will learn gardening
 - c) whether the aunt will enjoy the show
 - d) whether you can buy plants at a show
6. How does the man feel at the end of the conversation?
 - a) confident about his gift choice
 - b) still thinking about the right gift
 - c) eager to go shopping
 - d) amazed at the woman's creativity



B: Offices

CEFR B2 | 🎧 33

1. What do the members of the woman's team need from an office?

- a) a quiet atmosphere
- b) opportunities to interact
- c) suitable space for equipment
- d) areas for team meetings

2. Why do the speakers disagree about methods of communication?

- a) The woman dislikes meetings.
- b) The man's team have poor IT skills.
- c) The woman is more efficient with time.
- d) Their teams have different needs.

3. What aspect of open plan offices do the man and woman agree about?

- a) saving money
- b) health benefits
- c) interior design
- d) improving relationships

4. What does the woman highlight about open plan offices?

- a) They can reduce spoken interaction.
- b) They make no difference to how people work.
- c) They increase business productivity.
- d) They make people care for their appearance.

5. How does the woman change the man's mind?

- a) She says his ideas are hard to implement.
- b) She uses the words of a famous celebrity.
- c) She gives him some new information.
- d) She says the employees are against the idea.

6. What do you think the man is going to do?

- a) ask his team for some ideas
- b) read more widely on the topic
- c) get some advice from a designer
- d) discuss the issue with other managers



C: Holidays

CEFR B2 | 🎧 34

1. What does the man think about the woman's decision?
 - a) It's extraordinary.
 - b) It's unacceptable.
 - c) It's incredible.
 - d) It's unexpected.
2. How are working holidays different from tourist holidays?
 - a) They develop cultural awareness.
 - b) They have worse accommodation.
 - c) They offer courses about culture.
 - d) They provide better food options.
3. What proportion of people on working holidays benefit from them?
 - a) around half
 - b) a limited number
 - c) the majority
 - d) less than a third
4. What benefit do the speakers think working holidays will bring?
 - a) better job prospects
 - b) a higher salary
 - c) restaurant discounts
 - d) university credits
5. What does the man suggest about how he copes with new situations?
 - a) He is patient.
 - b) He is anxious.
 - c) He is pessimistic.
 - d) He is mature.
6. How does the man's opinion of working holidays change?
 - a) He is impressed by the salaries.
 - b) He is amazed at the opportunities.
 - c) He is interested in the locations.
 - d) He is curious about the benefits.



D: Houses

CEFR C1 | 🗣️ 35

1. How does the man feel about some recent news?

- a) disappointed
- b) overwhelmed
- c) optimistic
- d) excited

2. What does the woman warn the man about builders?

- a) They are difficult to schedule.
- b) They do low quality work.
- c) They charge unfair prices.
- d) They take too long to finish.

3. What is the man's current state of mind about his plans?

- a) He is reluctant to spend money.
- b) He is eager to get started.
- c) He is waiting to make a decision.
- d) He is overwhelmed by problems.

4. What change is the man considering?

- a) renovating the garage
- b) extending the kitchen
- c) building a new room
- d) repurposing his office

5. What does the woman think the man needs to get?

- a) extension plans
- b) builder reviews
- c) roof measurements
- d) cost information

6. What is the main goal of the conversation?

- a) to discuss how to select a good house
- b) to compare moving with renovation
- c) to analyse the value of professional builders
- d) to get advice on types of extensions



2.3 Listening to a discussion

Instructions

You will hear a discussion. Answer the questions while you listen.
You will hear the discussion twice.

- ▶ In the exam, you will have **30 seconds** to read the questions before the audio recording starts.

A: Wind farms

CEFR B1 | ⏱ 36



1. What does Kai suggest about the public's attitude to wind farms?
 - a) They are focused on practical issues.
 - b) They want to be part of the planning.
 - c) They are concerned for wildlife.
 - d) They want alternative energy sources.
2. What do Kai and Melanie have in common?
 - a) They worry about online information.
 - b) They want further research done.
 - c) Their belief in telling people the truth.
 - d) Their feelings about people's reactions.
3. According to Melanie, what is unsupported by research?
 - a) the unsuitability of energy laws
 - b) the impact of wind farms on wildlife
 - c) the effect of wind farms on health
 - d) the rising costs of installing wind farms
4. Why does Melanie talk about employment figures?
 - a) to give positive news
 - b) to show the misuse of information
 - c) to provide local data
 - d) to highlight green energy benefits
5. According to Kai, what is the best approach for the conflicts described by Melanie?
 - a) get help from the local government
 - b) teach energy companies how to communicate
 - c) employ experts to solve the problems
 - d) bring people together to discuss the issues



6. What are the speakers' attitudes towards campaigners against wind farms?

- a) They should be listened to.
- b) They need to be controlled.
- c) They ignore experts.
- d) They use fake information.

7. What is the main argument from both speakers?

- a) Councils are trying to educate people.
- b) Wind energy companies should be more responsible.
- c) The number of wind farms should be increased.
- d) The public have limited knowledge of this topic.

8. Who would benefit from listening to this radio discussion most?

- a) wind farm companies recruiting workers
- b) local politicians deciding policies
- c) local campaign groups looking for new members
- d) conservationists working in green energy





B: Shopping centres

CEFR B2 | 🎧 37

1. Why does Rohan talk about the city of Manchester?

- a) It is a place that Ecclesfield should copy.
- b) It has been spoilt by shopping centres.
- c) It is too expensive because of big brands.
- d) It is near enough for people to shop in.

2. According to the presenter, what do local people want?

- a) more business opportunities
- b) better train and bus services
- c) improved health services
- d) entertainment facilities

3. What aspect of the shops in shopping centres does Seema mention?

- a) their popularity
- b) their stylishness
- c) their convenience
- d) their variety

4. What do Rohan and Seema agree about?

- a) increasing local employment
- b) building more cycle tracks
- c) developing a sense of community
- d) providing modern facilities

5. What does the presenter think the shopping centre will bring?

- a) increased traffic
- b) more visitors
- c) creative jobs
- d) better shops

6. What aspect of the shopping centre is Rohan unconvinced by?

- a) the design
- b) the materials
- c) the location
- d) the size

7. What do Rohan and Seema both acknowledge is important?

- a) reaching a decision quickly
- b) trying to cooperate more
- c) spending council money carefully
- d) arranging a public debate

8. What is the discussion trying to emphasise?

- a) The town needs investment.
- b) Small businesses are the future.
- c) Food shops are a growing trend.
- d) People like to shop in one place.



C: Mindfulness

CEFR B2 | 🎧 38

1. How does Rami introduce mindfulness?

- a) He provides a definition of mindfulness.
- b) He explains the origin of mindfulness.
- c) He gives some examples of mindful practices.
- d) He explains the first steps of mindfulness.

2. What does Olivia imply about mindfulness in the business world?

- a) Successful companies are using it.
- b) Only a few companies use it.
- c) It is linked to environmental goals.
- d) It is a very controversial idea.

3. What is the main benefit of mindfulness training?

- a) It helps people work together.
- b) It helps people achieve their goals.
- c) It helps people understand their jobs.
- d) It helps people commit to their job.

4. What is more recent research saying about mindfulness training?

- a) It should be used carefully.
- b) It needs to be used more.
- c) People do not understand it.
- d) It has improved people's behaviour.

5. How does Rami respond to Olivia's comment about negative effects?

- a) He argues with the point she is making.
- b) He suggests reasons for her findings.
- c) He explains some terms that she has used.
- d) He asks for more information about her data.

6. Why is calmness discussed in a negative way?

- a) It can cause arguments among colleagues.
- b) It can stop employees listening to each other.
- c) It is not a useful emotion in working situations.
- d) It is not a result of mindful activities.

7. What do both guests recognise about worrying at work?

- a) It is not helpful at work.
- b) It is a necessary emotion.
- c) It prevents us from working well.
- d) It leads to conflict in the office.

8. What is Olivia's main goal in her job?

- a) to help people get along with each other
- b) to promote effective working practice
- c) to research new theories about work
- d) to protect employees' health and wellbeing



D: Personality tests

CEFR C1 | 🎧 39

1. What does Yannis say about personality tests?

- a) He explains what the tests ask.
- b) He explains how the tests are written.
- c) He explains what the tests measure.
- d) He explains who the tests are used on.

2. Why is Claudia against the use of personality tests in recruitment?

- a) They test irrelevant personality traits.
- b) They are based on outdated research.
- c) They only work for management roles.
- d) They do not relate to work ability.

3. How does the presenter feel about the statistics in the article she read?

- a) curious
- b) disappointed
- c) enthusiastic
- d) surprised

4. Which aspect of recruitment is difficult these days?

- a) finding suitably qualified candidates
- b) distinguishing between applicants
- c) evaluating candidates' commitment
- d) managing the volume of applications

5. What point is Claudia making about how people complete personality tests?

- a) Their objectivity is doubtful.
- b) Their answers are limited.
- c) Their attention is divided.
- d) Their attitude is negative.

6. How does Yannis respond to Claudia's criticism of personality tests?

- a) He explains how to avoid the problem.
- b) He questions her sources.
- c) He repeats a previous point.
- d) He admits there are some issues.

7. What does Claudia acknowledge about Yannis' argument for using personality tests?

- a) They provide detailed knowledge of a candidate.
- b) They are accurate if used properly.
- c) They may result in financial benefits.
- d) They help focus on people's strengths.

8. Which statement best summarises the discussion about personality tests?

- a) Be aware of their limitations.
- b) Use them for management roles.
- c) Choose more expensive versions.
- d) Ensure they are straightforward.

2.4 Listening to a talk



Instructions

You will hear a talk. Then you will hear another person summarise the talk. Answer the questions while you listen. You will hear each person only once.

- ▶ In the exam, you will have **30 seconds** to read the questions before the audio recording starts.

A: Stonehenge

CEFR B2 |  40



1. What does the guide criticise about some ideas on Stonehenge?
 - a) They are absurd.
 - b) They are speculative.
 - c) They are old-fashioned.
 - d) They are misleading.
2. What does the guide want the group to understand about Stonehenge?
 - a) It is impossible to fully understand.
 - b) It is older than most people think.
 - c) It was used for different purposes.
 - d) It is easier to understand up close.
3. Which aspect of the stones did Herbert Henry Thomas study?
 - a) why some parts are blue
 - b) what their purpose was
 - c) how old they are
 - d) where they came from
4. Where can people learn about current work on Stonehenge, according to the woman?
 - a) on the audio guide
 - b) on the tour
 - c) on the internet
 - d) in the visitor centre
5. Why is the man surprised by recent research?
 - a) It has found new evidence.
 - b) It confirms previous beliefs.
 - c) It used unusual methods.
 - d) It takes a very long time.
6. What do both speakers find interesting about recent analysis of Stonehenge?
 - a) the technology
 - b) the evidence
 - c) the methods
 - d) the results



7. What do both speakers conclude about Stonehenge?

- a) There is a lot more research to be done.
- b) People will always be interested in it.
- c) Scientists must continue to analyse it.
- d) It is too old to understand completely.

8. What is the man's overall opinion of the tour?

- a) It was a learning experience.
- b) There was a lot of detail.
- c) It could have been longer.
- d) Some parts were interesting.





B: IT talk

CEFR B2 | 🎧 41

1. How does the man start his talk?

- a) He introduces a new tool.
- b) He reviews a key idea.
- c) He explains his own role.
- d) He provides some data.

2. What conclusion can be drawn from the man's example?

- a) The technology is out of date.
- b) There are a lot of security risks.
- c) Employees have different needs.
- d) Managers should provide full access.

3. What does the man suggest about managers?

- a) They have a good knowledge of IT security.
- b) They are less careful than they should be.
- c) They contribute to the company handbook.
- d) They are too strict with their staff.

4. What does the man remind the audience to look out for?

- a) updates to software
- b) emails from his department
- c) changes to meeting times
- d) new policies on technology

5. What does the man expect managers to do after his talk?

- a) message him with some feedback
- b) check their systems for bugs
- c) update their team about the policy
- d) understand their responsibilities

6. How does the woman feel about the policy?

- a) relieved
- b) confident
- c) enthusiastic
- d) motivated

7. Which opinion do both speakers share?

- a) The policy is complicated.
- b) The handbook is clear.
- c) The IT team are helpful.
- d) The managers need support.

8. What is the main purpose of the talk?

- a) to answer questions
- b) to discuss a policy
- c) to train new employees
- d) to explain a procedure



C: Telescope

CEFR C1 | 🗣️ 42

1. What does speaker 1 imply about the James Webb telescope?

- a) It was developed rapidly.
- b) It should have been simpler.
- c) It was worth waiting for.
- d) It had unrealistic goals.

2. What impressed those who saw the telescope's first pictures?

- a) the detail
- b) the breadth
- c) the colour
- d) the amount

3. What will the telescope allow astronomers to do?

- a) locate new solar systems
- b) understand the birth of stars
- c) locate alternative energy sources
- d) identify potential dangers

4. What is speaker 1's main area of interest?

- a) optical technology
- b) astronomy
- c) the environment
- d) fuel and energy

5. What aspect of the telescope does speaker 1 emphasise?

- a) achievements it has already facilitated
- b) the technology that enabled its construction
- c) the expertise needed in its operation
- d) its potential to aid further discoveries

6. What do speaker 1 and speaker 2 have in common?

- a) They research a similar area.
- b) They are fascinated by space.
- c) They make positive predictions.
- d) They enjoy giving presentations.

7. What did speaker 2 do after the talk?

- a) read about the telescope
- b) researched a different telescope
- c) looked at images online
- d) reviewed her notes

8. What criticism does speaker 2 have about the lecture?

- a) There was no reference to research papers.
- b) It should have had more statistics.
- c) It took place too late in the evening.
- d) It could have contained more images.



D: Mushrooms

CEFR C1 | 🎧 43

1. What does the lecturer suggest about mushrooms?

- a) They can reduce environmental damage.
- b) They can provide energy for buildings.
- c) They improve the quality of the land.
- d) They could replace fossil fuels.

2. What is the lecturer's main point about mushrooms?

- a) They are poisonous to many pests.
- b) They contain powerful chemicals.
- c) They have widespread uses.
- d) They depend on toxic waste.

3. Why does the lecturer talk about bio companies and non-profit organisations?

- a) to report success stories
- b) to show what needs to be done
- c) to highlight polluted areas
- d) to encourage local participation

4. Why are mycoblocks being used in Namibia?

- a) to change the agricultural sector
- b) to regenerate a deprived area
- c) to provide eco-friendly employment
- d) to address a housing shortage

5. What is the man's view of the examples in different countries?

- a) He feels encouraged by them.
- b) He thinks they are too little too late.
- c) He suspects their impact will be small.
- d) He wants to know more about them.

6. Which of the lecturer's points does the man agree with?

- a) Focus on helping construction companies.
- b) Be cautious about where to grow mushrooms.
- c) Cities will benefit from introducing mushrooms.
- d) Charities could help with mushroom projects.

7. How does the man feel about the ideas in the lecture?

- a) They are out of date.
- b) They are persuasive.
- c) They are impractical.
- d) They are immoral.

8. What would be the best title for the lecture?

- a) Increasing recycling one step at a time
- b) Cleaning up cities naturally
- c) How science and industry can work together
- d) The amazing applications of fungi



2.5 Listening module answers

2.1 Listening to a description

A: Film review	CEFR B1	1c / 2a / 3c / 4d
B: Tour de France	CEFR B1	1a / 2d / 3d / 4b
C: Parrots	CEFR B2	1c / 2d / 3a / 4c
D: Sudoku	CEFR B2	1c / 2d / 3a / 4a

2.2 Listening to a conversation

A: Gifts	CEFR B1	1a / 2d / 3d / 4b / 5b / 6a
B: Offices	CEFR B2	1a / 2d / 3b / 4a / 5c / 6b
C: Holidays	CEFR B2	1d / 2a / 3c / 4a / 5b / 6d
D: Houses	CEFR C1	1a / 2a / 3c / 4c / 5d / 6b

2.3 Listening to a discussion

A: Wind farms	CEFR B1	1a / 2c / 3c / 4b / 5d / 6a / 7d / 8b
B: Shopping centres	CEFR B2	1d / 2b / 3d / 4a / 5a / 6c / 7d / 8a
C: Mindfulness	CEFR B2	1a / 2a / 3a / 4a / 5b / 6c / 7b / 8b
D: Personality tests	CEFR C1	1c / 2d / 3d / 4b / 5a / 6d / 7c / 8a

2.4 Listening to a talk

A: Stonehenge	CEFR B2	1a / 2a / 3d / 4c / 5b / 6d / 7d / 8a
B: IT talk	CEFR B2	1d / 2c / 3b / 4b / 5d / 6a / 7a / 8c
C: Telescope	CEFR C1	1c / 2a / 3b / 4b / 5d / 6 c / 7a / 8b
D: Mushrooms	CEFR C1	1a / 2c / 3a / 4d / 5a / 6b / 7c / 8d





2.6 Listening module scripts

You will not see the scripts in ISE Digital. These are provided in this book for study purposes only.

Scripts | 2.1 Listening to a description

Script | A: Film review

28

There are lots of superhero films out there, and, like many people, I thought I had seen enough. But I really did enjoy Comma Boy – Across the Universe. It has a good story and a few decent jokes, but it is the characters that really attracted my attention.

The film follows the life of Tony, a teenager living in New York. He becomes Comma Boy and has lots of adventures. Unlike some other recent superhero films, it is very good for young people. It covers topics that teenagers will be familiar with. It shows Tony growing up, making friends and doing schoolwork between adventures. But it's not always easy. Tony is just as impatient and moody as the average teenage kid. He isn't perfect in any way!

This movie is an animation, and one unique thing about it is that the style of drawing is always changing. Every time Tony goes to a different planet, there is a different visual style. It's like watching a movie by several different comic book artists. I really enjoyed the whole film, despite the superhero element! Let's hope there is a sequel.

(CEFR B1)

Script | B: Tour de France

29

Last year, I competed in the most famous cycling race in the world, the Tour de France. Let me tell you about my experience.

This long race takes place every July. It brings cyclists from all over the world to compete. Some sections are flat, and the riders are timed so this tests their speed. Other sections are over some very steep mountains and test the riders' strength.

Although the route of the Tour de France is different every year, some sections have appeared a lot. One part of the route is a mountain in the Pyrenees. Most cyclists say it's the most difficult because it's so steep and long. It takes them about 45 minutes to cycle 19 kilometres, and they have to be extremely strong, both mentally and physically. Other mountains can be hard because of the bends, but not this one.

Another factor to think about up there is the weather. The weather can change very quickly. Usually in July it's sunny, but the weather can suddenly become rainy and cold, so riders need to plan for this too. I got very wet on that route. Luckily, the sun came out later and dried me off.

(CEFR B1)



Script | C: Parrots

30

Let's look at another interesting example of an experiment involving animals.

African grey parrots are well known for their handsome light grey feathers and for mimicking the voices of their owners. But one group of scientists at the University of Vienna was less interested in their appearance or sound and more interested in their minds. They wanted to know just how intelligent these creatures were.

They devised an experiment to test the birds' reasoning ability. The parrots were shown two cups, and a nut was placed in one of them. Then the cups were switched around so that the birds could not see which one contained the nut. Then a scientist shook one of the cups. If the cup rattled, the watching parrot recognised that their tasty reward would be in that cup. However, if the cup did not rattle, the bird knew to choose the other cup. In other words, the birds used logical reasoning to work out where their treat was. Apparently, human children cannot do that until age three.

It's one of the rare examples of that kind of intelligence that you will come across in your studies of animals.

(CEFR B2)

Script | D: Sudoku

31

Despite having been named in Japan, the game of Sudoku wasn't actually invented there, as many believe. It involves completing a square grid in which each row, each column and each three-by-three box must contain the numbers one to nine, once each. But it is an American architect called Howard Garns who is credited with creating the modern version that we all play nowadays. Garns was intrigued by puzzles, according to his work colleagues, who frequently observed him playing around with them on the company's drawing boards.

One of them recalls Garns hiding a puzzle he was working on, a puzzle which went on to be published in 1979 in a magazine called *Dell Pencil Puzzles and Word Games*, and was called Number Place.

In 2004 the puzzle was featured in *The Times*, a British newspaper, for the first time and from then on rapidly gained popularity worldwide. Sadly, Garns died before seeing his game become so popular. Its popularity is often attributed to the lack of complicated rules and the fact that numbers translate easily across a variety of cultures.

(CEFR B2)



Scripts | 2.2 Listening to a conversation

Script | A: Gifts

32

Man: Jana, I really need some help choosing a present for my aunt. She's been helping me study for my exams recently, and I want to buy her something to say thank you.

Woman: That's a lovely idea. What kinds of things does she like?

Man: Well, she spends a lot of time reading and gardening, so I was thinking of a book or a plant, but I don't know anything about plants. What if I got her something and it wasn't the right kind of plant for her garden? What if it died? You know, this kind of thing isn't really my strong point.

Woman: You're right. Buying a plant is a risky business. Maybe you could get her an experience instead of an object.

Man: I'm not sure I know what you mean by that.

Woman: Well, I was reading an online article the other day about how people prefer to receive experiences as gifts nowadays because most people already have lots of stuff in their homes.

Man: Um, maybe I could buy my aunt tickets to a flower show or something like that? They aren't that expensive.

Woman: Yes, and you could go together so you share the experience. That way it's more memorable, don't you think?

Man: And if I learn some stuff about plants and flowers too, next time I'd know what plants to buy her!

Woman: To be quite honest, I don't think you learn much by going to garden shows. They're more about walking around and being impressed by other people's gardening skills. If I were you, I would just go along and enjoy the experience.

Man: Oh, I don't know. I think I could pick up a trick or two. But either way I'm sure it will be fun! Thanks for the suggestion.

(CEFR B1)



Man: Judy. How are you and your team getting on?

Woman: Hi Stephen. Yes, we're good. We're starting to think about the new office that we're moving into next year. We're going to have to make some decisions about the layout. Have you thought about it yet?

Man: I think that it would be much better if our teams worked in an open plan office instead of separate rooms like they are now. I don't think there's nearly enough interaction going on. And with five new members of staff, I'm worried that they're not going to integrate quickly.

Woman: Hmm, I'm not sure that would be right for my team. I mean, we spend a lot of time analysing data, so we need a space where we can sit and focus on our numbers, without distraction. We have team meetings every morning and communicate a lot by messaging, and I think that's fine.

Man: Well, I'm not sure my team can discuss ideas through messaging. I want to see more open discussion and sharing – I mean Steve Jobs always said innovation comes from people meeting in hallways.

Woman: I suppose there is an argument from a wellbeing perspective. There was an interesting article in the *Harvard Business Review* a few years ago which showed that open plan offices make people move around more.

Man: Interesting – I mean we all definitely need that, rather than sitting at our desks all day.

Woman: The research showed that people quite often ignore their colleagues in open plan offices, especially now that everyone's wearing headphones. In one place they studied, interaction went down by 70%.

Man: Oh dear. That's not what I want at all.

Woman: Well, the article said open plan offices can be effective, but they have to suit the employees. Managers have to consider how the team culture will work in an open plan environment.

Man: You obviously have a lot of knowledge on this topic, Judy. Could you email me the article you mentioned?

Woman: Sure.

(CEFR B2)



Script | C: Holidays

Man: Are you working for the same company as you did last summer?

Woman: Actually, I decided not to, and I've signed up for a working holiday this year instead.

Man: Oh, really, I thought you enjoyed working there. Anyway, what exactly is a working holiday?

Woman: Rather than just going on holiday and spending a fortune on sightseeing tours, overpriced restaurants and accommodation, you work and get paid – maybe in hospitality or conservation or working on farms. It's an opportunity to learn far more about the local culture than you would as a tourist.

Man: Hmm, I see. I suppose it might be more of a cost-effective way to experience another part of the world, but do you really see much if you're working so much of the time?

Woman: Well, there are plenty of other benefits besides the financial aspect. Apparently, research has shown that 80% of people that go on this type of trip improve their professional skills, especially problem-solving and communication.

Man: Oh, that is interesting, especially as those are just the kind of skills future employers will be looking for when we enter the job market after graduating. I think I'm going to investigate this a bit more and see if it's something I would like to do.

Woman: I think it could give us a competitive edge. I mean these days, companies employ staff from everywhere, so it's a real advantage to have experience of living in another culture. Imagine being able to talk about working in another country at an interview. It would be more impressive than doing the same summer job here, over and over again.

Man: I imagine it also increases your confidence in managing new situations, which would be great for me. I'm sure at first it's quite scary, but the companies that offer working holidays must be used to supporting people when they arrive.

Woman: I'm glad you're thinking about this too. Do you want to have a look at the information pack I received from the organisation I'm going to be working for?

Man: If you don't mind, yes, I'd really appreciate that.

(CEFR B2)



Woman: You mentioned you were contemplating moving house recently. How is that going?

Man: Yes, well, with the family expanding lately we need a bigger space. Unfortunately, when we had the house valued, it came out as much lower than I expected. I'm debating whether it might be preferable to just have an extension put on the house.

Woman: That can be more work than you might anticipate. Nowadays, sourcing a reputable building firm with a proven track record and one that has availability can be a tough job. Extensions and renovating are extremely sought-after right now, so you might end up on a lengthy waiting list – or, if you're in a hurry, paying a sizeable premium.

Man: I see your point, yes. I'd prefer to keep my options open while I look into it, so I will probably keep my house up for sale. But at the same time, I'm discussing my plans with an architect. Either way, it will feel like we're moving forwards.

Woman: Ideally, an extension ought to add monetary worth to your property, otherwise what's the point? I read about a survey recently which explained how loft conversions add 20% more value because you're effectively creating another room in the roof, while kitchen enlargements, no matter how extravagant, add around 10%, which is not a lot considering the costs involved.

Man: Well, if we remain here for the foreseeable future, our main priority is to make enough space for new family members, rather than trying to boost the property price. An extra room over the garage would provide us with a dedicated recreation space for the children, instead of repurposing my study, and it could improve our quality of life sufficiently enough to avoid the hassle of having to relocate.

Woman: Well that sounds nice. If I were you, I would get some quotes from builders about likely costs, to get a clearer idea of what your plans are going to cost, rather than just speculating without any actual figures to compare.

Man: Yes, I need to see if the whole thing is viable in terms of finances.

(CEFR C1)



Scripts | 2.3 Listening to a discussion

Script | A: Wind farms

36

Presenter: More energy is coming from green sources, and one source is wind farms. But many people object to them being built near their towns and villages. With me to discuss this are Kai Jenkins from the Conservation Society and Melanie Tompson from Winchester Council's energy department. Why is there resistance to wind farms, Melanie?

Melanie: I think a lot comes down to control. You know, when people feel like decisions are made without them.

Presenter: Well, that's understandable. No one wants energy companies dictating what's going to happen in their neighbourhood, even if they are green. What do you think Kai?

Kai: As a conservationist, I can understand people's fears about the dangers for birds and animals, although care is taken to prevent this and choose suitable locations. But more people are concerned about the financial impacts on their everyday lives.

Presenter: Do you mean the amount of investment required? I heard that each wind farm can cost millions.

Kai: Yes, the costs of installation are considerable, but citizens are also worried about more immediate things like the effect on house prices. There is a common idea that the value of your house will go down if a wind farm is built nearby. There's a lot of misinformation about this online, but research done by Lawrence Berkeley National Laboratory found almost no evidence for this over 15 years. It's a shame that this information isn't corrected.

Melanie: We notice this when we hold public discussions. People can be emotional and make claims without checking the facts. One is that the shadows from wind turbines on other buildings could cause illnesses, but there really isn't any evidence to support this either and people should be made aware of it.

Kai: It's important to remember that wind farms are well regulated, they don't just get built anywhere. We have many regulations dictating the conditions of their construction – for example, those that limit how close the turbines can be to other buildings.

Presenter: Right. So, you would think that people wouldn't be so opposed to wind farms if they don't have many negative effects. Of course, you can also focus on the positive effects.

Melanie: Unfortunately, some benefits are not as positive as has been claimed. We often hear, for example, how over 100,000 people work in the wind industry, but these jobs are mostly in installation. It's important not to exaggerate. Over-promising on employment contributes to conflicts between rural communities and energy developers.

Presenter: So, how do you tackle these situations?

Kai: Whenever a company wants to invest in wind power in our region, we hold meetings with residents and get experts in to help with the discussion. We work with Melanie's department to understand the issues in a specific area and then listen to the objections from locals.

Melanie: There's no point talking about climate change if that isn't what drives this particular group of people to oppose wind farms. Getting local people on board is key. Once we understand their real concerns, we can develop an approach that everyone is happy with.

(CEFR B2)



Script | B: Shopping centres

37

Presenter: Good morning, I'm Daniel Forbes for Radio Northwest. Most people in towns like Ecclesfield agree that we need more funding. Today, we're talking about plans for a new shopping centre just outside town. I have Rohan Kendall from Ecclesfield Council and Seema Niyal from the Local Business Association to discuss the plans. Can we start with you Rohan? What are your thoughts?

Rohan: Thank you, Daniel. The issue I have with these plans is with the amount of money that would be spent. Ecclesfield is a small town. When they do want to go for a big shop, our residents go to the city of Manchester, which isn't far away. There are modern shopping centres there with a lot of popular brands. We can't compete with that, and we don't need to.

Presenter: Yes, you make some strong arguments. And I'm sure many listeners would agree that money should be spent on other things. For example, listeners often complain about public transport on this show. So, Seema how do you respond?

Seema: Well, my view is that the area can do better. I don't think that people should have to go to another city for their shopping. There will be all sorts of shops in this shopping centre. I think local people want that kind of choice. And, just as importantly, the centre will provide local people with jobs.

Rohan: Well, that is certainly a good thing. And I am glad that people like Seema are trying to bring more jobs to the area. But I am worried about the jobs already in the town. Often, when big shopping centres open, people stop going to smaller shops in town.

Presenter: That's an interesting point. Aren't you worried, Seema, that instead of creating new jobs, you'll be moving them further away? And instead of giving them more shops, you will just be moving the shops out of the centre. People in Ecclesfield will have to use their cars to do their shopping, won't they?

Seema: Many will choose to drive, yes. But there are buses and cycle paths to the new shopping centre.

Rohan: I am not just worried about transport. I am worried that the shops in our town centre will close down. We don't want an empty town centre. We will lose our sense of community. Surely it would be better and cheaper to develop the market area more in the town centre? Have residents been asked about this?

Seema: Yes, Rohan. The views of people in Ecclesfield are very important to us. One of the reasons I came on today's show was to tell listeners about a public discussion we're having in the town hall next month so we can hear everyone's opinions.

Rohan: Well, I'm glad to hear it. I'm sure many people will want to have a say.

Presenter: Okay, that's all we have time for today, thank you both for coming on the show.

(CEFR B2)



Presenter: Welcome to *Working Together*, the show which discusses issues about work and happiness. Today, we're talking about whether introducing aspects of mindfulness into the workplace is advisable. With me are psychologist Rami Sharma and business consultant Olivia Walker. Rami, can you start by telling our listeners a little bit about mindfulness?

Man: Sure. Mindfulness is the practice of paying attention to the present moment, and of being aware of our own thoughts and feelings, and of our reactions to others. You can think of it as a kind of self-regulation technique whereby you are watching your own behaviour as it happens. And perhaps you're thinking, 'How can I do this differently, or better?'

Presenter: I see, so, I think it is easy to imagine how this might be of benefit in many work situations. So, I take it, Olivia, that these sorts of practices are finding popularity in the workplace?

Woman: Oh certainly. The term has become more and more familiar in corporate environments over recent decades, and some companies have incorporated it quite deeply into their business practices. Some very successful companies like Google, Apple and Nike have gone as far as putting aside particular rooms for staff to go and meditate on their work.

Presenter: Well... that would suggest that there is something in it.

Man: I would say so, yes. It can certainly help to create a happy, collaborative workplace.

Woman: But there are downsides. Some recent research has been more cautious about recommending mindfulness practices. It seems its effectiveness may depend on the context of the company.

Presenter: OK, so, there are jobs where thinking too much about your behaviour and feelings isn't helpful?

Woman: That's right. We have found that in certain roles, mindfulness practices improve team performance and job satisfaction. But in some, it has a negative effect – on performance, and sometimes on job satisfaction, too.

Presenter: I see. Hmm. There is a lot to unpack there. Can you help us out there, Rami? Why does mindfulness affect different people in different ways?

Man: Well, I'd say that certain roles require consistent energy and a desire to push on through difficult situations. And in those cases, introspective practices may weaken people's resolve. Bear in mind that many people are competitive at work and enjoy fast-paced jobs. They're unlikely to want to engage in mindful activities. Mindfulness can help keep people calm, and of course, calmness is a good characteristic, too. But – when you're solving tricky problems, it's not good to be too calm and relaxed.

Woman: Yes, this certainly accords with my experience. I would add one final point, too. Mindfulness techniques encourage people to focus on the present. But a lot of business involves forecasting the future.

Man: Yes, yes. It is an unfortunate truth in life that a certain amount of negative emotion like stress and worry help us to get our work done.

Presenter: Well, thank you both for your thoughts today.

(CEFR B2)



Presenter: In a shifting job market, companies are under constant pressure to recruit the 'right fit' for their organisational culture. What tools do they have at their disposal to do this? On today's podcast, I'm examining the role of personality tests with two experts in the field – human resources manager Claudia Granger and psychologist Yannis Garcia. Yannis, if I could start with you – what do we mean when we talk about personality tests?

Man: Personality tests basically purport to measure your personality. Some might categorise people into certain categories or 'types'. For example, you might be defined as an 'introvert' or an 'extrovert'. Others measure supposed traits. So, one might score you as having 'high assertiveness' or 'low conscientiousness'. Useful information for prospective employers.

Presenter: Perhaps so, but I suspect our listeners would expect recruitment practices to be based on qualifications and experience, not tests related to personality traits.

Woman: Yes, and they'd be quite right to do so. Despite their wide usage, especially when recruiting for senior management and leadership positions, many studies have shown that these personality types and traits are not an effective predictor of work performance. One study in 2007 reported that only one personality trait has any connection to work performance, and even that is weak.

Presenter: So, why do employers rely on them so much? I recently came across an article with some quite staggering figures about personality tests. It claimed that over 30% of HR professionals use them, and the industry is worth two billion dollars a year.

Woman: Nowadays, recruitment is time consuming. Unfortunately for HR professionals, a high proportion of applicants have excellent qualifications and relevant experience, therefore choosing between them is becoming increasingly difficult. And that is why companies resort to these tests.

Man: Indeed, but if two candidates are equally capable, as you say, then it seems reasonable to consider other reasons to employ one – their agreeableness, for example.

Woman: But there is one fundamental flaw which we really should bring to people's attention. These tests rely on self-reporting. Answers to these questionnaires are frequently exaggerated – according to some studies, up to 50% of answers are not accurate. Can we really trust in them?

Presenter: Hmm, yes, not everyone is capable of appraising themselves accurately... or honestly, even. I would imagine many new employees don't live up to the expectations produced by the test.

Man: Of course there will be people who do not answer honestly, or, in some cases, who do not have a realistic idea of their own character. But at least the tests can weed out early on those candidates who are frankly admitting to characteristics that are not suitable for the job.

Woman: In that sense, they may have a role to play, albeit a limited one, and it's true they may help companies to cut some of the costs of recruitment. For me, though, particularly when it comes to important roles, there is no better test of personality than an old-fashioned job interview.

Presenter: Well, thank you both for your thoughts on this issue.

(CEFR C1)



Scripts | 2.4 Listening to a talk

Script | A: Stonehenge

40

Speaker 1 (Woman):

Before we start the tour, I'll give you some background information. As I'm sure you know, people have long speculated about the purpose of Stonehenge. Some theories are based on sound thinking, while others are quite ridiculous. Many of these are very popular, though!

As we walk around the site, bear in mind its age. This should help you understand why archaeologists have no way of answering all their questions about its purpose and function.

However, modern science, and in particular geological analysis, has helped to confirm and deny many of these past ideas. An example of this is the origin of the stones, which many people find interesting. In 1923, a British geologist called Herbert Henry Thomas noticed that the small blue bits in the stones were similar to rocks in the Preseli Hills. These hills are in Wales over 200 kilometres away. However, it wasn't until 2013 that geologists had the technology to analyse the stones and confirm this to be true.

What is amazing though, is the insight from this analysis. Of the 27 stones, nine have been analysed and five of them have come from the place Herbert Henry Thomas suggested. The analysis has also identified a different kind of blue rock which comes from a separate site. Archaeologists have tested scraps of wood at both these 'blue rock' places, and the results point to them being in use around 3000 BCE.

As we go around the site today, I'll explain where academic research and scientific analysis have proven certain points and where evidence is still inconclusive or missing. You know, Stonehenge is valuable for reminding us that some things from ancient history may always remain hidden.

Hopefully, by the end, you'll have a better understanding of what research needs to be done in order to understand the site more fully, but there's more information on the audio guide and in the visitor centre. I won't go into detail about what archaeologists are doing right now because there is a lot of information about this on the website. Okay, so let's start.

Speaker 2 (Man):

The guide that we had on our Stonehenge tour was very informative. She gave us a small introduction before we started the tour and started off by saying that there are different theories about the origin of Stonehenge. Some of them are real but others are not, and in fact many are just a bit silly, really. She reminded us that, because the site is so old, archaeologists can't really be sure about quite a lot of aspects of Stonehenge. I mean, I suppose we can't expect them to know everything about it.

Then she went on to talk about how modern scientific analysis is helping understand the site better than in the past. She talked about how over 100 years ago, there was a geologist who examined the stones, and he saw that they were similar to the rocks in a different part of the country. Remarkably, modern technology has proved him right by analysing wood from both locations, and the analysis shows that they are the same age. It's fascinating what scientists can show us with up-to-date methods.

Finally, the guide explained that during the tour she would highlight what scientists know and don't know about different bits of Stonehenge. But I guess we'll never know everything – historical sites will always keep some secrets for themselves. And right at the end of the tour, she mentioned the other places we could find out more information in, such as the visitor centre.

Anyway, on the tour itself...

(CEFR B2)

**Speaker 1 (Man):**

Welcome to today's session on one of our company's most important computing policies: P-O-L-P, 'PoLP'; the principle of least privilege. As new managers, you may not remember it from your initial company introduction, so I'll briefly go over the concept again, and then we'll talk about implementing it.

Now, this concept is about only giving people access to the information they need to perform their roles effectively. That's what we mean by 'least privilege'. This helps us to protect confidential and sensitive information. It's important for you because you must communicate clearly to your teams what is required of them.

Let's look at an example to see how it works in practice. So, the Marketing team need access to the client database and permissions to change client files, but they should not be given access to install software updates or add extensions and so on, to the database itself. Whereas IT Support should have full access to the software, as they need to examine the code and work out how to fix bugs and so on.

As managers, it's your responsibility to know what your team should have access to and why. I understand that it's not always easy to work this out, which is why there's a whole section about it in the company handbook which outlines the permissions and restrictions. Please make sure you follow the guidance for new employees. And quite a few managers forget that all access should be terminated when people leave the company, so please remember this. Go to the HR section of the website, click on 'internal policies' and download it.

Finally, access and procedures may be updated, so please read any emails that are marked 'PoLP updates' carefully. My team are always available to answer any queries that you may have, so get in touch or arrange a meeting if something is unclear.

Speaker 2 (Woman):

It's a shame you missed Markus' IT talk yesterday because there was a lot of important information. It was about this company policy called 'the principle of least privilege'. Basically, it means that different people in the company need access to different bits of information and technology. If they are only given what is necessary for their role, it's harder for them to make mistakes, which enables the company to ensure that sensitive information is always safe.

He used an example to clarify the situation, and I really appreciate that he did because technology is not my strong point. It put my mind at ease because I'd started to worry about it at the beginning of the talk. He compared the information that people working in marketing require to what the IT team need to carry out their work successfully. Obviously, these teams need access to different information for different reasons.

Markus also told us that we need to work all this out, but at least he acknowledged that it's not a straightforward policy, and I completely agree. I mean, there are so many things to think about, but I suppose it's an important part of my role, and I'll have to get used to it. Anyway, he told us where to find the company handbook online so that we can download it and read the relevant section about the policy. He reminded us that not only do we have to implement this policy for new staff members, but also when employees leave the company.

(CEFR B2)

**Speaker 1 (Man):**

Today, we're looking at the capabilities of the James Webb Space Telescope. Its launch into orbit in 2021 was surrounded by controversy given that the project had been significantly delayed and had exceeded its budget, eventually reaching a staggering 10 billion dollars. Nevertheless, the delays and costs were quickly forgotten when scientists glimpsed the first stunning images it captured.

This is unsurprising, as it's the most sensitive ever constructed and functions by analysing infrared cosmic light. The project was a huge collaboration involving thousands of people from space agencies around the world, and these first vivid images reminded us what this remarkable piece of technology could show us.

Over its lifetime, the telescope will give science a window into the cosmos like never before. For example, it will be possible to analyse atmospheres and the composition of distant planets. In addition, it could reveal the presence of water sources and maybe tell us how they appeared. It will also enable astronomers to see how ancient stars and planets were formed and answer many of astronomers' questions about the formation of the universe. I should say that this telescope is already enabling scientists to gain new insights into, and perspectives on, some of the planets in our own solar system.

But the thing which scientists find really thrilling is that this is just the tip of the iceberg, and there is so much more to come. Its prospects for transforming our scientific understanding of space seem limitless.

Scientists are also keen on learning more about the mysterious aspects of the universe from the telescope. Current scientific knowledge only accounts for about 5% of what's out there. I'm convinced that the telescope is going to reveal plenty of fascinating information, and probably more than we imagine, too.

The telescope has a mission of between 5 and 10 years, but this could be longer. When the initial checks were completed after its launch, it was suggested that the fuel could last as long as 20 years. However, this would only happen provided that all the instruments remain in good condition.

Speaker 2 (Woman):

Professor Harrison gave a presentation on the James Webb Telescope last night as part of the inter-departmental evening lecture series. Whilst not an astronomer of any sort, I am interested in the development of optical technology, and it was a welcome opportunity to listen to a colleague discuss their specific area of expertise.

The presentation started with some background information demonstrating how shaky the beginnings of the project were, due to various setbacks and because of the cost, which was a fortune. Anyway, as soon as the first images were sent back, this was all forgotten as they were nothing short of astounding.

Something he highlighted, which made me realise the impressive nature of the achievement, was the sheer number of international academics involved. In the following section, some current problems the telescope is being applied to were outlined, along with further discoveries which astronomers might find in the foreseeable future, even though the discoveries made so far are extraordinary.

Then he focused on whether the telescope will clarify other current mysteries, such as black holes and so on, and I don't doubt that he's right given what they've already discovered during the last few years. I reckon that it'll make more discoveries than anyone thought possible.

Finally, he mentioned an interesting point concerning the mission timeline, which is that the telescope may well survive far longer than astronomers initially thought, provided that the equipment remains fully functioning. This point intrigued me, so I went online to review the design specifications up closer.

From my perspective, it would have been preferable had the presentation incorporated more figures or research data; however, overall, it was a particularly enjoyable way to spend an evening.

(CEFR C1)

**Speaker 1 (Woman):**

Today's talk explores a biological solution which looks extremely promising in reducing pollution, eliminating toxic material and providing sustainable building materials. Although it sounds unbelievable, scientists now believe that mushrooms can be used to great effect in these contexts.

Mycelium, the root structure of fungi, feed on different materials, many of which are damaging to the environment. Fungi break down toxins, such as lead and heavy metals, which means that they can help to remove the polluting aspects of vast quantities of waste materials which end up in landfill because they can't be recycled. Because fungi work to decompose materials in the environment, they are designed to break down many chemicals and molecules. Scientists have identified other pollutants which fungi can decompose such as petrol and pesticides.

We've seen a recent explosion in bio companies offering to help the construction industry recycle its toxic waste. The impact could be really positive since 11% of the world's carbon comes from the production of building materials. Additionally, non-profit organisations based in the USA have shown how all this could work in other areas. In New Zealand, for example, a canal polluted with oil was cleaned up by using mushrooms, and in Delhi it is hoped that this new biological approach will be able to reduce the city's infamous air pollution problem.

Although all this is extremely encouraging, researchers also advocate caution. It's essential to bear in mind the possible negative effects, given that new organisms are being introduced into the environment. Some mushrooms are very competitive, so releasing them could result in other mushrooms being crowded out of the ecosystem.

Finally, I want to turn to what fungi can produce not what they can destroy. The materials left after fungi have eaten the toxins in waste are called substrate and can be processed into solid material, like bricks for example. In Namibia, these 'mycoblocks', as they are called, are being used to provide much-needed homes for large sections of the population who have been displaced, and it is hoped that this could be implemented in other parts of the world.

Speaker 2 (Man):

The other day I attended a fascinating talk at The Science Institute, which was one of their public lectures. Interestingly, the lecturer explained how scientists are addressing climate change through mushrooms, although as she admitted herself, it sounds remarkably far-fetched. Apparently, fungi can be used to get rid of harmful toxins in air pollution and in waste products, in addition to eliminating lead and other metals from waste products, and even breaking down pesticides and petrol.

She went on to outline how this would affect the environment, using some specific examples. The results would improve recycling rates, as well as contributing to an overall reduction in carbon emissions from the construction industry.

She subsequently provided examples from places around the globe, one of which used mushrooms to clean up some damaging element in the environment, and another where they're going to be applied to a polluted environment. And although they are small-scale projects, they do illustrate the potential of this biological approach. Oh, and in Namibia, the waste products from these processes are being used as building blocks, so-called 'mycoblocks', for much-needed residential buildings.

She did urge the audience not to get carried away with the suggestions, since introducing fungi to an ecosystem without proper care and attention could upset its delicate balance. And I couldn't agree more with her position on that.

Firstly, I was uncertain about the practicalities, but I gradually came around to her way of thinking and realised that if mushrooms possess the ability to decompose all these toxic materials, then I don't see why these methods wouldn't work. It's really quite an intriguing concept, as far as I'm concerned.

(CEFR C1)



3. Reading module

Introduction to the Reading module

In the ISE Digital Reading module, you are tested in up to three different task types. You will see tasks that match your English level and no more than 30 questions. In this module of the exam, you can go back to change your answers.

Use the practice questions in this section to help prepare for the actual exam. The level of each task is given to help you understand your language level. This information will help you decide what to study so that you can best develop your language skills.

	Reading a visual text	Reading a single text	Reading a paired text
Items per task	2-4	3-7	5-10
Word count	90-110	350-400	700-750

Task: Reading a visual text

Summary	Read a short text, for example a restaurant menu, an advert or a poster. In these texts, words and pictures are used together to give information quickly. Answer multiple-choice questions about the text.
Focus	<p>You show that you can:</p> <ul style="list-style-type: none"> understand the main message of the text identify the audience for the text retrieve specific concrete, factual detail make inferences and evaluations
Number of questions	2-4



Task: Reading a single text

Summary	Read a text on a theme or topic, for example a newspaper article, a guidebook or a textbook. These texts are used to inform, to entertain or to persuade. Answer multiple-choice questions about the text.
Focus	<p>You show that you can:</p> <ul style="list-style-type: none"> understand the main purpose of a single text understand the text's components and how they contribute to the meaning of the text find specific information in the text understand specific language features make inferences and evaluations
Number of questions	3-7

Task: Reading a paired text

Summary	Read two texts on the same topic with a clear connection. Each text comes from a different text genre, for example a newspaper and a guidebook. These texts are used to inform, to entertain or to persuade. Answer multiple-choice questions about the texts.
Focus	<p>You show that you can:</p> <ul style="list-style-type: none"> understand the main purpose of each text understand the main theme running across the two texts understand the text's components and how they contribute to its meaning find specific information in the texts understand specific language features make inferences and evaluations both within and between texts synthesise and integrate information across texts
Number of questions	5-10



3.1 Reading a visual text

A: Music festival

CEFR B1



Smooth Jams Music Festival

GREAT NORTH PARK, SALFORD MILL - 20 June
11AM till LATE

Featuring:

SOUL MACHINEZ DANNY DAVIS TRIO BEATZ LIMITED

Come and listen to your favourite jazz and soul bands. **Three stages - Dance AND kids' zone**
- Food trucks - Art village

Tickets on sale NOW.

Full ticket price: £95 | Under 16s: £45
Under 12s go FREE.
Book before 1 April to save 10% on all tickets.

Limited parking. Why not use public transport?
FREE buses from SALFORD train station every hour.
FREE bikes inside the festival!

SMOOTH JAMS - THE SOUND OF SUMMER!

1. What is the purpose of the text?

- a) to advertise an event
- b) to compare musicians
- c) to advise on travel
- d) to describe a place

2. What is the meaning of 'featuring'?

- a) collecting
- b) including
- c) supporting
- d) advertising

3. Why does the poster mention 1 April?

- a) to advise on ticket types
- b) to inform of child discounts
- c) to warn of limited tickets
- d) to encourage early sales

4. How do the organisers recommend travelling to the festival?

- a) by train
- b) by bus
- c) by car
- d) by bike

B: Saving water

CEFR B1

Water Saving Tips

Water is a limited resource, so saving every drop helps the environment.

In the bathroom

Long baths can be relaxing, but showers are better for everyone.

62 litres

80+ litres

Don't keep the tap running while brushing your teeth.

In the kitchen

Investing in a dishwasher is less work for you and better for the environment.

15 litres

up to 75 litres

Wash fruit and vegetables in a bowl, not under a running tap.

When you boil water, don't waste it!
Use only as much as you need.

In the garden

Avoid over-watering plants, and collect rainwater to use on them later.

1. What is the purpose of the text?

- a) to promote the use of tap water in homes
- b) to compare water use in different places
- c) to recommend how people should use water
- d) to describe how different households use water

2. In the text below the title, what does the phrase 'limited resource' mean?

- a) something that could run out
- b) something that can be expensive
- c) something that we need
- d) something that is wasted

3. What does the text recommend people avoid?

- a) having a shower
- b) washing up in a bowl
- c) washing fruit and vegetables
- d) boiling water

4. Which advice does the text give about gardens?

- a) Tap water is bad for plants.
- b) Plants need a lot of water.
- c) Rainwater should be stored.
- d) Water plants in the evening.



C: Sports club

CEFR B1






Croft Sports Club

Kickstart your fitness journey today with our special offers!

Why choose Croft?

We offer something for everyone:

- A range of fitness classes for all ages and abilities
 - Squash and tennis courts
 - A swimming pool (experienced swimmers only)
- Group training sessions – maximum 10 people

Next month: More Zumba classes with new teacher!

January offer

For new members only!

10% discount on an adult annual membership!

- Senior citizen and students receive a further 5% discount
- Under 18s pay half the standard adult fee

Interested?

Please talk to our reception staff for more information on

01423 779134

1. What is the purpose of the text?

- a) to provide information about a sport
- b) to persuade people to join a gym
- c) to compare local sports facilities
- d) to give advice on how to keep fit

2. What does the word 'kickstart' under 'Croft Sports Club' mean?

- a) to make something enjoyable
- b) to go on a trip somewhere
- c) to do an energetic activity
- d) to begin something quickly

3. What can you do at the sports club?

- a) play racket sports
- b) take swimming classes
- c) have a personal trainer
- d) learn to teach Zumba

4. According to the January offer, who pays the lowest membership fee?

- a) current members
- b) university students
- c) retired people
- d) young people







D: Walking trail

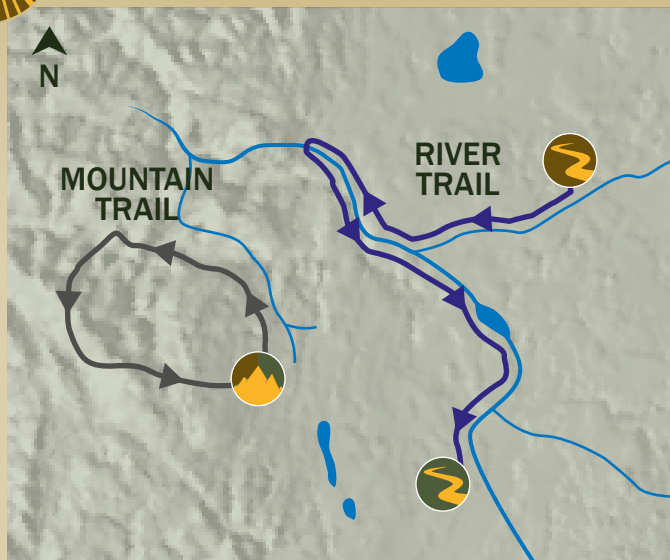
CEFR B1

JAYDONE NATIONAL PARK – WALKING AREA



PROTECT OUR PARKS

-  Stay on the established routes
-  Don't pick flowers or plants
-  Don't leave litter behind
-  Don't feed any animals



MOUNTAIN TRAIL

(3.8 MILES, CIRCULAR ROUTE)

TIME: 2-2.5 HOURS



Surface: Some pathways, mostly rocky

Climb the mountain trail for great views of the entire park. While quite short and safe, this trail includes steep paths. It's suitable for people over 14 years old in good health.

RIVER TRAIL

(6.1 MILES, ONE WAY)

TIME: 2.5-3 HOURS



Surface: Pathway

A brilliant walk with lots of river views. Flat with few steps, so it's suitable for all levels.

1. What type of text is this?

- a) an announcement
- b) a notice
- c) an advert
- d) an infographic

2. In the 'Protect our Parks' box, what does 'established' mean?

- a) proper
- b) famous
- c) major
- d) successful

3. What can be inferred about the Mountain Trail?

- a) It's dangerous.
- b) It's long.
- c) It's relaxing.
- d) It's difficult.

4. Why is the River Trail good for everybody?

- a) The walk is varied.
- b) The route is short.
- c) The views are clear.
- d) The path is accessible.



E: Deep sea

CEFR B1

LIFE IN OUR OCEANS

Under the sea...



6m

40m

332m

656m

920m

1000m

1800m

2600m

8336m



THE AVERAGE HUMAN: the general limit with no breathing equipment.

THE AVERAGE HUMAN: the limit for non-professional dives.

ONE SPECIAL HUMAN: the world scuba dive record, set in 2014.

JAPANESE SPIDER CRABS: have legs of up to 4m! Usually found on the seabed at these depths.

SPERM WHALES: average depth of their dives.

SUNLIGHT ENDS: many creatures below here can create their own light.

NARWHALS: often reach this depth 15 times a day for food.

CHIMAERAS: stick to the deep-sea zones of the ocean and rarely see light.

SNAILFISH: record for life in the ocean (but most of them live in shallow water).

1. What is the purpose of the text?

- a) to show how deep parts of the ocean are
- b) to explain how creatures survive in the ocean
- c) to inform people about life in the ocean depths
- d) to highlight the limitations of ocean diving

2. What can be inferred about Japanese spider crabs?

- a) They often encounter chimaeras.
- b) They stay around the 6m mark.
- c) They are rarely seen by humans.
- d) They can make their own light.

3. Which animal frequently moves from the surface to deep ocean?

- a) narwhals
- b) sperm whales
- c) spider crabs
- d) chimaeras

4. At the bottom of the infographic, what does the word 'shallow' mean?

- a) not light
- b) not deep
- c) not clean
- d) not safe



3.2 Reading a single text

A: Letter to George

CEFR B1

Hi George,

How are you doing? It's been ages since I saw you. How's life in the countryside? Are you enjoying the change from the city? I imagine life is far more relaxing now! It's great that you can still work from home though.

We've been quite busy here. Jane is taking some time off work to look after her mother. And I've just got a **promotion** at work. My manager retired in March, and I'd been covering her role for a while. I enjoyed the challenge of having more responsibility and interviewed for the job when it came up. The increase in salary is great, but I'm working more than ever now. I'm also doing a lot of overseas travel. At first, I was excited because I love travelling the world. But I don't really get a lot of spare time to visit where I'm staying. I get stuck in the hotel missing home. It's certainly not the same as going on holiday!

That reminds me, we went on a cruise down the Nile a couple of months ago. Thanks for the suggestion. The restaurants, the shows in the evening – it was so extravagant. It was great to meet the residents and get to know their customs too. And I loved looking at **the sights** from the comfort of a cabin, imagining what it would've been like when the Pharaohs were around.

Anyway, the reason I'm writing is that our daughter, Olivia, is getting married! Her boyfriend, Jon, asked her to marry him in Paris, on top of the Eiffel Tower – how romantic! We're going to have a party for them, and we'd love you to come. It's on 2 June, starting at 2pm. We thought about reserving Butler's restaurant in town, but the weather will be nice, so we thought a barbecue at home was a much better idea. We don't have a lot of spaces for cars, but we've got permission for people to park at the local college as it's closed at the weekend.

Let me know if you can come. You don't need to bring anything with you, although a small engagement gift would be great. If you can't make it, we'll fix a date to come down and visit you. I'd love to experience country living. Don't think I'll join you anytime soon though!

All the best,

David

1. What is the purpose of the letter?

- a) to discuss a problem
- b) to recommend a holiday
- c) to plan an event
- d) to extend an invitation

2. According to paragraph 1, what has George done recently?

- a) changed his job
- b) moved house
- c) retired from work
- d) visited David



3. In paragraph 2, what word is closest in meaning to 'promotion'?

- a) a higher position
- b) a part-time role
- c) a temporary job
- d) a break from work

4. How does David feel about work trips abroad?

- a) He likes relaxing in his accommodation.
- b) He prefers going on holiday to other countries.
- c) He dislikes travelling long distances.
- d) He enjoys spending time in the destinations.

5. In paragraph 3, what does 'the sights' mean?

- a) luxurious hotels
- b) local people
- c) interesting places
- d) onboard entertainment

6. Where will the engagement party be?

- a) at a famous landmark
- b) at a local eatery
- c) in a university building
- d) in David's garden

7. What does the final paragraph suggest?

- a) George should buy a gift.
- b) David wants to see George.
- c) George will attend the event.
- d) David may move to the country.



B: Walking club

CEFR B2

A walk a day...

Marion Milosz, *Business and Trade Weekly*

What is the best way to keep your workforce healthy, happy and positive? The answer might be as simple as a walk in the park! New research has lauded the benefits of walking in working hours, indicating that even a quick stroll with our workmates can make a positive difference.

A recent article in *Health Review Today* looked at 42 studies on walking and found that those who walked daily during working hours showed a range of health benefits. Those who take up walking see resting heart rates improved, alongside blood pressure and cholesterol levels. Regular walkers often reported a boost in mood. Daily walking seems to reduce absences, lower stress levels, increase productivity and even keep staff at the company longer.

These results have left many workplaces **scrambling** to get their workers on their feet and walking around. For those working in sedentary office jobs, this can mean the setting up of so-called walking groups. These have often had a good reception from workers who have reported that it helps them to relax and get to know their colleagues. Many managers have noted that this constitutes an effective form of informal networking.

Some workplaces have attempted to bring in workplace walking formally, through the organisation of such walking groups. Directed by management or HR departments, such initiatives involve the identification of workers who like walking and their recruitment as 'walk leaders'. They might take a group of colleagues on a walk nearby the workplace at designated times of the day, such as after lunch or in the early afternoon. Such leaders may be useful for their familiarity with local interesting routes and for setting the pace for the other walkers.

Other companies have shied away from such a formal process but nevertheless encourage regular walks through office posters and emails. This allows workers to walk with like-minded colleagues and discover the joys of walking for themselves. It should be noted that even the most informal of walks need some level of planning. Routes need only be 10 or 15 minutes or so and should not be overambitious. Good timing also reduces the chance of employees returning late. Nobody wants the whole Sales team stranded in the middle of the city!

1. Who is the article aimed at?

- a) people who work in fitness
- b) people who want to get fit
- c) people who walk regularly
- d) people who run businesses

2. In paragraph 3, what is meant by 'scrambling'?

- a) making a mess
- b) making an effort
- c) making a policy
- d) making a recipe

3. What benefit of walking have managers particularly appreciated?

- a) colleagues connecting with each other
- b) colleagues being more relaxed
- c) colleagues enjoying their job
- d) colleagues getting more work done



4. How have HR departments helped with walking groups?

- a) by adding managers to walking groups
- b) by arranging suitable walking routes
- c) by finding leaders who people will follow
- d) by allowing days off for walking activities

5. What potential problem with informal walking groups does the writer imply?

- a) People can get lost.
- b) People lack motivation.
- c) People dislike planning.
- d) People argue about routes.

6. How does the writer feel about workplace walking groups?

- a) keen
- b) suspicious
- c) proud
- d) puzzled

7. Which paragraph gives scientific evidence of the advantages of walking?

- a) paragraph 1
- b) paragraph 2
- c) paragraph 3
- d) paragraph 4



C: Review of a play

CEFR B2

The Top Spot, Melbourne Playhouse

When musical fans go to see a well-loved show like 'The Top Spot', they are not looking for **a new take** on the show, but a faithful retelling of the old material. This new production of the show sticks to tradition with songs we've all heard a hundred times, but they were all effectively delivered. Though the tickets are not cheap, the cast of highly accomplished performers alone are worth the ticket price. That is, if you manage to get one. Shows are sold out for the next month!

It is clear that a lot of money was spent on this production. But to make a musical stand out, it needs more than money – it needs energy. Unfortunately, the show got off to a slow start on opening night, perhaps because of nerves. Thankfully, this improved quickly. Once the bigger dance numbers began, full of colour and life, integral to the success of any show, the energy remained high. I'm not going to talk about the plot. After all, haven't we heard or read this love story a million times? Boy meets girl, boy loses girl and is heartbroken. The delivery, however, is certainly worth a mention.

There isn't a great amount of depth to the characters, although many musicals can be guilty of this. However, all the roles are played capably, with some stand-out performances. Jane Pritchard and Daniel Davis are excellent as the lead characters. While others come across as either better singers or actors, these two excel in both skills, especially Pritchard. Freddie Potter, probably best-known for his role in a popular soap opera, isn't the strongest singer. However, he makes up for that with the charm and presence he brings to his role. I'd say he's one to watch, but perhaps more for acting roles. Stage legend Lisa Taylor is also impressive in her final role.

It's clear that a lot of work and talent has been put into the show. For a **revival** of a popular musical, the show doesn't generally disappoint. Everyone knows exactly what they're getting, and that will certainly be delivered. If you want to spend a couple of hours singing along to old classics and watching a family-friendly display, this show is for you. It won't be the most original show you have ever seen, but you will certainly have an enjoyable time.

1. In paragraph 1, what does 'a new take' mean in this context?

- a) a story to follow The Top Spot
- b) an audience that hasn't seen the show
- c) a better version than the original
- d) a different way of doing the musical

2. According to paragraph 1, why is the show good value?

- a) because of the actors
- b) because of the opening
- c) because of the venue
- d) because of the low price

3. In paragraph 2, what can be inferred about the plot of the musical?

- a) It's confusing.
- b) It's predictable.
- c) It's much loved.
- d) It's upsetting.





4. Who does the reviewer think will be successful in the future?

- a) Jane Pritchard
- b) Daniel Davis
- c) Freddie Potter
- d) Lisa Taylor

5. Which word is most similar to 'revival' in paragraph 4?

- a) return
- b) recovery
- c) reaction
- d) review

6. Which statement best summarises the final paragraph?

- a) It was a poorly produced show.
- b) It will entertain adults more than children.
- c) It's a disappointing take on a well-loved show.
- d) The show gives the audience what they want.

7. Where does the writer describe the most important feature of a good musical?

- a) paragraph 1
- b) paragraph 2
- c) paragraph 3
- d) paragraph 4



D: Solar panel news article

CEFR C1

Controversy sparked over green electricity plans

Residents in the market town of Oakwood are **up in arms** over proposals for a large-scale solar farm, which would see thousands of solar panels spread over hundreds of acres. The plans have been met with widespread condemnation among locals who are deeply concerned about the potential impact on their community, arguing that the sheer magnitude of the farm would transform the surrounding countryside and destroy rural industries.

The intention of the proposal, one of the biggest ever countrywide, is to provide electricity for around half a million homes in the region. However, while nationally many see the need for such a project, locally the story is different. As one local businessman stated, 'Of course, without doubt, everyone understands the necessity for renewable energy, but it's the scale of this proposal that we hold such strong opposition to. Green initiatives cannot come at the expense of area preservation or local industry.'

Particular objections to the proposal centre on the potential destruction of farmland and areas of natural beauty, and concerns about possible dangers related to batteries stored in six-metre-high containers. Over 500 local businesses and residents have lodged their opposition to the scheme, and now approval is in the hands of local government. The government has consulted with the energy company, and a final decision is imminent in the coming days.

Stirling-Solaris, the company behind the proposal, assert that concerns are entirely unwarranted. 'While some people may not like the look of solar panels, they are an essential contribution to meeting sustainability targets put in place by the government, and we want to assure everyone that safety is our utmost priority. We are subject to strict planning regulations which we always adhere to, and these help us limit the effects on the local environment and implement solar power at the benefit, not detriment, of the local communities.'

Countrywide, over 700 similar, albeit smaller, proposals are in the pipeline. Over the last few years, smaller sites generally have attained approval while larger proposals are stalling due to local opposition. This is symbolic of a larger **quandary** regarding the implementation of solar power and other types of sustainable power, which is that while people want to reap the rewards of green energy, they don't necessarily want the realities of its production in their backyard.

1. What is the purpose of the article?

- a) to outline reactions to power plant plans
- b) to expose the effects of a new solar power plant
- c) to criticise a new power plant proposal
- d) to highlight the problems solar plants cause

2. In paragraph 1, what does the phrase 'up in arms' mean?

- a) scared
- b) miserable
- c) heartbroken
- d) furious





3. In paragraph 2, what can we infer about the local businessman's statement?

- a) He supports this initiative.
- b) He speaks for other residents.
- c) He holds a minority opinion.
- d) He will profit from the solar farm.

4. What is the local government about to do?

- a) decide on the proposal
- b) speak with energy suppliers
- c) look into the objections
- d) liaise with the residents

5. What does Stirling-Solaris guarantee will happen?

- a) The environment will be unaffected.
- b) The community will be heard.
- c) Guidelines will be followed.
- d) Sustainability aims will be written.

6. Which word is most similar in meaning to 'quandary' in paragraph 5?

- a) suspicion
- b) dilemma
- c) proposal
- d) reaction

7. In which paragraph does the writer mention specific safety concerns?

- a) paragraph 2
- b) paragraph 3
- c) paragraph 4
- d) paragraph 5



E: Good stories

CEFR C1

The great divide

Rosie Driffield, *The Serious Reader Blog*

The Irish novelist Terence O'Malley was recently at the centre of a minor furore in the literary world, when he criticised the US book chain Forums for having placed his newest novel *The Killarney Gold Rush* into the 'Crime' section of their stores. In an ill-tempered interview with the *Literary Herald*, he complained his book was 'no mere commercial whodunnit'.

The casual reader may struggle to understand exactly what the fuss is about. The undoubtedly talented O'Malley seems to be suffering from an acute case of an old-fashioned intellectual **malady**: literary snobbery. For such people, there is a great divide between two distinct schools of fiction: on the one side we have the *proper* kind, literary fiction; and on the other, that he affects to despise, popular or – shock horror! – genre fiction.

Put crudely, literary fiction can be described as the sorts of novels that your teachers and professors want you to read. They are long, they are serious, and, most of all, they are difficult. O'Malley's countryman James Joyce is perhaps a prime example of a literary writer. His experimental novels *Ulysses* and *Finnegan's Wake* are masterpieces of modernism, full of long, complex sentences, obscure vocabulary and pages of internal monologue. Another literary writer, the 19th-century Russian novelist Leo Tolstoy, tells engrossing stories, but his novels also include long asides on subjects only tangentially related to the plot, from farming to philosophy.

Popular fiction, meanwhile, consists of the books that people read not to look clever, but to be entertained. They are often in quite strictly defined genres and follow well-worn conventions. The stories of the great American horror writer Stephen King are set in small towns where psychological terrors lurk and unpredictable twists occur with predictable regularity. The crime novels of Agatha Christie have tightly structured plots, tending towards an ever-shocking 'reveal' at the end. It is Christie's sort of novel that O'Malley would dismiss as a 'commercial whodunnit'.

I am bemused to find O'Malley falling prey to this rather antiquated prejudice. As he well knows, many writers now considered literary greats, such as William Shakespeare, always thought of themselves as writing for a mass audience and were not unconcerned with making money! Neither, perhaps, is O'Malley: the argument with the book chain has helped to raise his profile in America – and with it his book sales.

1. What is the purpose of the text?

- a) to announce the publication of a book
- b) to explain how to write different genres
- c) to promote the works of Terence O'Malley
- d) to present a particular opinion about literature

2. What is the writer's attitude towards 'literary snobbery'?

- a) She praises it.
- b) She is shocked by it.
- c) She mocks it.
- d) She worries about it.





3. In paragraph 2, what is meant by 'malady'?

- a) an affliction
- b) a movement
- c) a philosophy
- d) a principle

4. According to the blog, which writer includes lots of irrelevance?

- a) Stephen King
- b) Agatha Christie
- c) James Joyce
- d) Leo Tolstoy

5. What does the writer conclude about the divide between commercial and literary fiction?

- a) It helps identify different tastes.
- b) It brings out the worst in people.
- c) It is an unhelpful distinction.
- d) It promotes superior books.

6. What does the writer imply about O'Malley in the final paragraph?

- a) He disagrees with Shakespeare.
- b) He wanted to make money.
- c) He is a poor judge of talent.
- d) He has ruined his career.

7. Where does the writer define the main characteristics of commercial fiction?

- a) paragraph 1
- b) paragraph 2
- c) paragraph 3
- d) paragraph 4





3.3 Reading a paired text

A: Saving money

CEFR B1

Text A

The Financial Independent

Money Stories: Alison Wakefield, Cheshire

Each week we talk to a member of the public about their finances. This week we talked to Alison, a university student in Cheshire, England.

'It would be sensible to have some money in the bank, but everything is so expensive these days. As a university student, I have lots of bills to pay, and I still want to go out. I've recently got a part-time job, but I still don't have any extra cash to save. I've asked friends and family about how to get better at saving money, and I'm going to try some of their tips this month.

'My grandparents told me they didn't need money to have fun when they were young. They just played the piano and sang songs. I'm not sure whether that would be possible these days. But I certainly listened to my dad when he said I've got way too many trousers and tops! He's right, of course. Something to think about. My mum said I should take my own lunch to university instead of buying it. So last night I took a few extra minutes to pack myself a salad for lunch today. And you know what? I enjoyed it more than my usual sandwich from the café. So, that's definitely something I can keep up.

'My aunt suggested using cash instead of my credit card. I often overspend when I use my credit card. It isn't easy to track how much I'm spending. I'm going to try using cash this month and withdraw a set amount at the beginning of the week. Hopefully, this will help me **keep an eye on** my spending and give me time to think about whether I really need each item.

'I've also decided to try a no-spend week. This means I won't be spending any money for a whole week, apart from very essential things like household bills. It's not exactly going to be easy. In fact, it'll be a challenge, but I think it's a great way to save some extra cash. And I won't just sit at home and be unhappy. I might even have a singsong with my friends just like my grandparents did in the good old days. Wish me luck!'

Next week, we talk to pensioner Isaac Brown in Wolverhampton. Apply to feature in 'Money Stories' at moneystories@financialindy.com.



Text B

Making saving easier

Today, the UK government announced plans to help people under the age of 28 save more money. In recent years, young people have not been able to save, and this is a big problem. Prices are getting higher, and it has been more and more difficult for young people to buy homes. The government hopes to solve this problem with the SureSave-UK scheme.

This scheme allows young people to open a special savings account. When the individual puts money into the account, the government will top it up. So, for example, if a young person puts in £50, the government will add an agreed percentage of that.

Some people believe that this scheme is not practical. Jenna Haskell, an economics professor, said, 'This scheme sounds too good to be true. It's a nice idea, but the government hasn't explained where they will get the money from. Also, they need to be sure that people aren't using the scheme for other purposes. Some people might try to make money rather than save money.' However, the government says that there will be strict rules for the accounts.

We asked some young people for their opinions about SureSave-UK. Hugh Davidson is an office worker who just finished university last year. He said, 'I'm 24 now, and I haven't been able to move out of my mum and dad's house. Rents are too high! I thought I'd be living with them for life. Perhaps this scheme will help me save money quicker. It could make it easier for me to find a place of my own.'

Jo Hansforth, a recent history graduate, disagrees, saying, 'People often say that young people should spend less and save more, but I don't think that's true. How does not buying a cup of coffee help me get a house? I only have a part-time job in a supermarket, and the properties near me are so expensive. It's practically impossible to save money in the first place when the cost of living is so high. The scheme's not going to help me buy a house, that's for sure.'

1. What type of text is Text A?

- a) a news report
- b) an academic essay
- c) a magazine article
- d) a personal blog

2. What is suggested about Alison Wakefield in paragraph 1 of Text A?

- a) She finds saving money easy.
- b) She wants to save money.
- c) She spends very little money.
- d) She earns a lot of money.

3. In Text A, which tip has Alison tried so far?

- a) making her own lunch
- b) paying for things in cash
- c) buying cheaper clothes
- d) doing free activities

4. In Text A, paragraph 3, what does 'keep an eye on' mean?

- a) to question
- b) to ignore
- c) to avoid
- d) to monitor



5. In Text A, paragraph 4, how does the writer feel about having a no-spend week?

- a) It will be miserable.
- b) It will be memorable.
- c) It will be difficult.
- d) It will be enjoyable.

6. According to Text B, what will the government do to help young people?

- a) add money to savings accounts
- b) monitor young people's spending
- c) build more affordable housing
- d) guide young people on how to save

7. In paragraph 4 of Text B, how does Hugh Davidson feel about the SureSave-UK scheme?

- a) angry
- b) disappointed
- c) hopeful
- d) thankful

8. What opinion do the writers of Texts A and B share?

- a) Young people are bad at managing money.
- b) Young people find it hard to save for the future.
- c) Young people need financial help from others.
- d) Young people waste money on unnecessary things.

9. Which part of Text B directly disagrees with the main ideas in Text A?

- a) paragraph 2
- b) paragraph 3
- c) paragraph 4
- d) paragraph 5

10. Which part of Text B introduces criticism of the SureSave-UK scheme?

- a) paragraph 2
- b) paragraph 3
- c) paragraph 4
- d) paragraph 5





B: Public speaking

CEFR B2

Text A

Hi John,

I hope you're doing well, and you're getting used to the company. It's always a bit **hectic** when you start a new job, there's so much to learn, but I'm confident that you'll be fine. As your mentor, I am always here to help when you need me. On that point, I know you've got your first big sales presentation coming up next month, so I thought I'd share my experience with you.

Nowadays, there are digital tools that can analyse your presentation skills for you. The latest research shows that this really can work with improving your presentation skills. They monitor things like your voice, both in speed and tone, as well as your body language, to tell you how you could adapt your presentation style to be better received. I have used this myself and have found that the software is very good at identifying strengths and weaknesses in my presentational style. Of course, there are a few aspects, such as humour and the accuracy of your content, that it is better for human viewers to judge!

For me, the way to be less nervous is practice. And your practice should be in as realistic a situation as possible. One of the presentation tools I use actually generates a digital group to sit and watch your presentation, and it feels like the real thing. You can put it on the 'supportive' setting, which can really help build your confidence, or a 'critical' setting, which I find can help you prepare for a difficult audience.

Technology aside, it's also well worth remembering that the presentation isn't about you, so don't just focus on yourself on the day. Learn about your audience, and remember, while they aren't your friends and family, they certainly aren't enemies. They aren't there to compete against you, they are there for your information, so think of them as people you work with. And there is nothing wrong with being informal too – tell a joke, use a little humour. This will make the audience warm to you.

If you want to practise at all, just send me an email, and I'll book a meeting room. I doubt you'll need it though. You're going to be a great success!

All the best,

Danielle



Text B

Article by K Georgiou in the Professional Speaking Review

Public speaking is an important skill in both academic and professional situations. However, it is frequently a skill that many students and workers worry about and feel unprepared for. Many people need to give public presentations or sales pitches as a part of their job, but they need help in order to do this well.

There is a great potential for technology to be used to train people to improve their public speaking skills. Various tools have been designed to do this. However, there is some debate over how effective these tools are. In our study, we examined the use of one digital public speaking tool. We **gauged** its effectiveness in improving public speaking.

Our study shows that virtual reality (VR) can provide a near-authentic presentation experience for the speaker. It does this by creating a virtual room where digital characters act as an audience. Our study watched how practising with a VR audience can help people who want to improve. It examined how a positive and a critical style of response might affect speakers. One group of people practised their presentations with an audience that was programmed to be encouraging. The other practised with a more critical audience. After practising, they then presented to a real-life audience.

This study found that people practising with the encouraging audience felt less nervous in their real-life presentations. They also gave a better final presentation than the other group. Although a larger group size would give more definite results, the study suggests having a positive practice audience can help speakers do better in their speeches.

Also, in general, over the course of the study all the speakers became less nervous about presenting. This could be because of VR or simply because they got more practice. The study does, however, show that VR audiences can be helpful in training for presentations. This VR tool could be a good investment for both companies and universities. In future, more work can be done to find out how to help people in different speaking situations.

1. In Text A, why is Danielle writing to John?

- a) to tell him about an exciting new project
- b) to offer advice on his upcoming presentation
- c) to request his help with a software issue
- d) to give feedback about some work he submitted

2. In Text A, paragraph 1, what does 'hectic' mean?

- a) worrying
- b) busy
- c) hard
- d) strange

3. In Text A, paragraph 4, who does Danielle recommend comparing the audience to?

- a) friends
- b) family
- c) colleagues
- d) competitors

4. What is Danielle's attitude towards John?

- a) encouraging
- b) concerned
- c) humorous
- d) argumentative



5. What is the best title for Text B?

- a) Contrasting real life and virtual reality training
- b) Steps to create a virtual reality training course
- c) Applying virtual reality to different tasks
- d) Effects of different virtual reality audiences

6. In Text B, paragraph 2, what word could replace 'gauged'?

- a) assessed
- b) questioned
- c) improved
- d) declared

7. What can be inferred about the writer from the final paragraph of Text B?

- a) The writer is concerned about other contexts.
- b) The writer is hopeful for more investment.
- c) The writer is unsure why speakers improved.
- d) The writer is sceptical about VR's success.

8. In which paragraph does Danielle refer to the subject of Text B?

- a) paragraph 1
- b) paragraph 2
- c) paragraph 3
- d) paragraph 4

9. What do the writers of Text A and Text B agree on?

- a) A negative audience can be useful.
- b) Giving a talk can make people anxious.
- c) It is good to use humour when presenting.
- d) Companies need to use VR for training.

10. In Text B, which paragraph mentions a limitation of the study?

- a) paragraph 2
- b) paragraph 3
- c) paragraph 4
- d) paragraph 5





C: Animal intelligence

CEFR C1

Text A

How a horse changed science forever

While there are many adjectives you might use to describe a horse, intelligent isn't necessarily the first which **springs to mind**, but, if you had lived in Germany in the early twentieth century, you might have thought very differently. One horse there, named Clever Hans, caused a stir throughout the world with his abilities in both mathematics and language. However, there was more to Clever Hans than met the eye.

With widespread interest in animal intelligence at this time, Clever Hans was considered to be a stunning example of just how intellectually gifted an animal could be. Owned by Wilhelm von Osten, a mathematics teacher and amateur horse trainer, Hans was taught to add, subtract, multiply and divide, tell the time, as well as read and understand German. He exhibited all these abilities by being asked a question, such as, 'What is 16 divided by 4?', then tapping the answer to it using his hoof.

Many at the time were of the opinion that this was simply beyond belief, so an independent investigator, Oskar Pfungst, tested von Osten's claims in a variety of ways including isolating the horse and owner from spectators, using a person other than von Osten to ask questions, and covering the horse's eyes. Incredibly, the horse could provide the correct answer even if not in the presence of its owner, but one peculiar result did appear. The horse generally only provided the right answer when the questioner knew the answer and he was in the horse's field of vision, and when this was not the case, the horse's chance of giving a correct answer was reduced to 6%.

If you are wondering how the horse was getting these answers right, the answer lies in the body language of the questioners. As the horse's taps approached the correct answer, the questioner's body language would change to become more tense, which would then release on the final tap, subtly indicating to the horse that he should stop. This finding truly revolutionised how we do research by introducing the idea of the Clever Hans effect, which is when an animal or person senses what someone wants them to do, and simply does it. Since then, it has been good practice in research that neither the questioner, nor the participant of experiments should know the correct 'answer', in order to limit the effect of unconscious cues.



Text B

Animal intelligence: What we can, and cannot, know

Researching animal intelligence is a difficult undertaking for even the most committed researcher. The issues arise from the very starting points of research, for the definition of intelligence isn't agreed upon even for humans. IQ (intelligence quotient) tests, and other measures of intellectual capacity, might not give us a full picture, and, some argue, may even give us a **distorted** image of intelligence. And when studying animals, we can't apply the same measures as we would apply to humans. However, it has often been hard to separate the concept of intelligence from our own expected norms and values.

One experiment which demonstrates the distinct nature of animal intelligence was one where human children, and then chimps, were instructed how to open a puzzle box. When the children were shown how to solve this problem, they were able to imitate the adult instructors and open it themselves. However, when the chimpanzees were given the box, they didn't do anything. The researchers deduced that chimpanzees couldn't imitate humans; but in fact, the problem was that the chimpanzees simply had no desire to imitate the humans. Yet when the experiment was repeated chimp to chimp, the animals followed their cues perfectly.

A series of experiments involving the concept of mirror self-recognition, or MSR, are now also widely regarded as flawed in this sense. In such procedures, animals are put in front of the mirror to see if they can recognise themselves. While there are some species of animal that innately 'pass' the test, there remain questions about the degree to which this really signifies self-awareness. Animals which do display awareness of the image are not necessarily aware that the reflected image is their own. Conversely, animals can be self-aware in ways not tested in this mirror test. In this sense, the test can discount animals with different vision, who usually don't do so well in such experiments. Dogs, for example, often fail the test. Vision isn't their primary sense, but they can use their nose to recognise their own scent.

1. In Text A, why is the writer telling the story of Clever Hans?

- a) to explain developments in animal intelligence
- b) to exemplify an issue in research practices
- c) to highlight the importance of monitoring behaviour
- d) to argue against using animals in scientific study

2. In Text A, paragraph 1, what does 'springs to mind' mean?

- a) starts easily
- b) remembers fondly
- c) decides upon finally
- d) thinks of quickly

3. In Text A, which was a condition of Clever Hans giving a correct answer?

- a) When he was being watched.
- b) When he could see the questioner.
- c) When he was near his owner.
- d) When he knew the correct answer.

4. In Text A, which paragraph outlines Clever Hans' skill?

- a) paragraph 1
- b) paragraph 2
- c) paragraph 3
- d) paragraph 4



5. In Text B, paragraph 1, what can be inferred about researching animal intelligence?

- a) It often uses measures taken from human studies.
- b) It is something that is impossible to define accurately.
- c) It needs to be considered apart from human intelligence.
- d) It has often been a case of trial and error in the past.

6. In Text B, paragraph 1, what is another word for 'distorted'?

- a) inflated
- b) varied
- c) disturbed
- d) altered

7. In Text B, why does the writer mention the puzzle box experiment?

- a) to illustrate a problem
- b) to counter an argument
- c) to highlight an innovation
- d) to demonstrate a method

8. In Text B, what was a flaw of the MSR tests?

- a) It limited the abilities of some animals.
- b) It assumed animals use many senses.
- c) It measured more than self-awareness.
- d) It favoured animals with good eyesight.

9. What was the difference between Clever Hans and the chimpanzees?

- a) The chimpanzees were distracted by other animals.
- b) Clever Hans had more desire to please researchers.
- c) The chimpanzees were unable to solve puzzles.
- d) Clever Hans was more responsive to humans.

10. Which point do both the writers of Text A and Text B make?

- a) Animal behaviour can be easily misunderstood.
- b) Animals cannot always recognise themselves.
- c) Animals are capable of conscious decision-making.
- d) Animals in experiments rely on cues from humans.



3.4 Reading module answers



3.1 Reading a visual text

A: Music festival	CEFR B1	1a / 2b / 3d / 4b
B: Saving water	CEFR B1	1c / 2a / 3b / 4c
C: Sports club	CEFR B1	1b / 2d / 3a / 4d
D: Walking trail	CEFR B1	1b / 2a / 3d / 4d
E: Deep sea	CEFR B1	1c / 2c / 3a / 4b

3.2 Reading a single text

A: Letter to George	CEFR B1	1d / 2b / 3a / 4b / 5c / 6d / 7b
B: Walking club	CEFR B2	1d / 2b / 3a / 4c / 5a / 6a / 7b
C: Review of a play	CEFR B2	1d / 2a / 3b / 4c / 5a / 6d / 7b
D: Solar panel news article	CEFR C1	1a / 2d / 3b / 4a / 5c / 6b / 7b
E: Good stories	CEFR C1	1d / 2c / 3a / 4d / 5c / 6b / 7d

3.3 Reading a paired text

A: Saving money	CEFR B1	1c / 2b / 3a / 4d / 5c / 6a / 7c / 8b / 9d / 10b
B: Public speaking	CEFR B2	1b / 2b / 3c / 4a / 5d / 6a / 7c / 8c / 9b / 10c
C: Animal intelligence	CEFR C1	1b / 2d / 3b / 4b / 5c / 6d / 7a / 8d / 9d / 10a



4. Writing module

Introduction to the Writing module

In the ISE Digital Writing module, there are two types of tasks. You will see tasks that match your level of English. You will answer no more than two tasks. You will type your answers on the computer.

Use the practice questions here to get ready for the real exam. You cannot handwrite this part of the test, so we suggest that you type your answers on a computer and then compare them with the example answers.



	Written online communication	Writing from sources
Word count	approximately 70 words (maximum of 90)	approximately 250 words (maximum of 300)
Recommended time	approximately 5 minutes	approximately 35 minutes

Task: Written online communication

Summary	<p>There are three different versions of the task. You will be given one of the following task versions:</p> <ul style="list-style-type: none"> Version A: Online discussion board Version B: Submission to a digital suggestion box, eg an email Version C: Group chat
Your response	<p>Task focus: You need to adapt your writing for the different situations and people you are writing to.</p> <ul style="list-style-type: none"> Version A: Share your opinion on the topic. Include ideas from other people in the discussion board. Version B: Write a short response. Give your feedback, suggestions, preferences, opinions or reactions as required by the two bullet points in the question. Version C: Respond to your classmates or co-workers. Respond to the two bullet points in the question (eg agreeing, offering help or asking for information).



Task: Writing from sources

Summary

The purpose of this task is to write a new text using information from source texts, adding your own opinion.

In this task, you will get a topic question (an essay or report) and two or three texts on this topic. Write a new text answering the topic question, using information from the source texts. Select and adapt information from the source texts so that your text is appropriate for the audience and question. You should include your own ideas and opinions on the topic.

Your response

You show that you can:

- ▶ read the source texts
- ▶ respond to the topic question
- ▶ select only relevant information from the source texts
- ▶ adapt and synthesise this information with your own ideas and views on the topic

Genre of writing to produce: essay or report

Register: formal

4.1 Written online communication



A: Online discussion

- Read these messages from an online discussion.
- Write an answer and respond to **both** your teacher **and** Lara.

You should spend about **5 minutes** on this task.

You should write about **70 words** (maximum 90 words).

Class forum



Mr Brydon:

Hello class! Here is the discussion topic for this week:

Art is less important than science.

Please write your opinion below.



Lara:

Science improves people's lives, but art is important too. Looking at art helps us see the world in different ways.

B: Digital suggestion box – Email

Your teacher is asking for your opinion. Write an answer and say:

- **what activities you suggest**
- **why students will like these activities**

You should spend about **5 minutes** on this task.

You should write about **70 words** (maximum 90 words).

Compose

 Inbox 1

 Sent

 Drafts

 More

After-school activities

From: Miss Christie

Hi everyone,

Next year we want to run some after-school activities for all students. Tell me about two activities you think would be good and why.

Thank you,

Miss Christie

Reply
 Forward



C: Group chat

You are working on a group project for the end-of-year school outing.

Write a message to your group to:

- **respond to Rosie**
- **ask the group to give their opinions about where to go**

You should spend about **5 minutes** on this task.

You should write about **70 words** (maximum 90 words).



School outing: Where to go?

Zandra



Nicholas



Rosie



Me



Rosie:

A new modern art gallery has just opened in the city.
I love art, so let's go there.





4.2 Writing from sources



Instructions

- First, read the task.
- Next, read all the texts.
- Then, begin to write.

You should spend about **35 minutes** on this task.

You should write about **250 words** (maximum 300 words).

A: Online shopping

Input texts CEFR B2

Write a formal essay for your course tutor, developing an argument on the following topic:
Online shopping is damaging small shops in towns. To what extent do you agree or disagree?

- ▶ You **must** use ideas from the texts **and** your own ideas.
- ▶ You **must not** copy from the texts.

Text A

What is happening to the high street?

Conor O'Brien, *Business & Trade Weekly*

Local high streets have had to manage various challenges in recent years, from increased rents and traffic-calming measures, to competition from out-of-town shopping centres.

But it is perhaps online shopping that has had the biggest impact on how and where people shop. Statistics suggest that in the USA for example, between 4% and 10% of sales happen online, and over three-quarters of consumers shop online once a month or more. It's easy to imagine that all this has had terrible consequences for physical shops, especially those in small towns.

However, the situation is not as black and white as you might think. Although it's true that online purchases can take money out of local economies, selling online is not right for every business. For example, it can be difficult to sell professional services online compared to physical objects. Often, people use word of mouth and recommendations for accountants, mechanics and cleaners. Staying located near their customers may prove to be the best strategy for such businesses.



Text B

BUSINESS FORUM – Should small businesses have an online presence?

We receive a lot of questions about e-commerce and selling online from small business owners. Many are unsure whether it is a good investment for their specific business or not. We asked our experts in e-commerce and sales for their advice.

Carol – Marketing executive

Clothing, homeware and jewellery stores could benefit from online shops. It is worth hiring a professional to maximise sales because over 90% of people don't trust badly designed websites.

Gita – Web designer

Customers notice small details, and web designers know how to produce high-quality sites to help shop owners reach their business goals. You need to generate traffic to your site, and the design is a key part of this.

Roberto – Sales manager

It is important to understand the costs involved with setting up and managing an online store. Not all small businesses have the resources for this, so remember to assess your situation carefully.



B: Impact of tourism

Input texts CEFR B2

Write a formal report for your town or city council about the impact of tourism on the lives of local residents. In your report, you should:

- **evaluate the impact of tourism**
- **make recommendations**
- ▶ You **must** use ideas from the texts **and** your own ideas.
- ▶ You **must not** copy from the texts.

Text A

The housing problem created by tourism

Tourist hotspots are having a devastating effect on young people because increased house prices mean that they can't find places to live. In some areas of the UK, such as the Southwest, house prices have risen by 22.5% compared to the UK average of 8%. This is mainly due to homeowners choosing to rent out their properties to tourists instead of local people. The warm climate and beautiful beaches in the Southwest have always attracted tourists, but there has been a huge increase now that so many more holiday homes are available.

The downside is that there are fewer rental properties available, and seasonal workers in the tourist industry and young people from the area are less able to afford the high rents.

Text B

Realsouthwest-eng.com

Our story

We set up realsouthwest-eng.com in 2011 to offer personalised guides to our region – the Southwest of England. We felt that too many tourists were being directed to hotels, shops and restaurants owned by big national chains, which paid locals poorly and channelled money out of the region. Our tours enabled tourists a more authentic Southwestern experience, highlighting the great heritage of our region and directing them to hotels, restaurants and attractions owned and run by local people.

Now, we partner with over 50 local businesses to ensure our customers get to experience the very best of what the Southwest has to offer. Please explore our site to find out more about the real Southwest.

Text C

Global tourism report – the multiplier effect

The global tourist industry is worth a huge amount of money and employs over 22 million people. One of the reasons why it is so important is what is called the multiplier effect. An example is when hotels and restaurants buy goods from other companies, such as towels and food.

A study in the *Journal of Risk and Financial Management* found that economies develop more from tourism when the multiplier effect is greater. As more tourists come to a country or destination, small companies can grow to meet demand, and more money means infrastructure can be improved.





C: Learning skills

Input texts CEFR B2

Write a formal essay for your course tutor, developing an argument on the following topic:
More people should learn a practical profession instead of going to university.

- ▶ You **must** use ideas from the texts **and** your own ideas.
- ▶ You **must not** copy from the texts.

Text A

Rebecca: As far as I'm concerned, going to university and getting a degree was a great decision. I chose it instead of becoming an apprentice because I wanted more opportunities when I graduated. Becoming an engineer was my dream, and university taught me how to think like an engineer. We had various different assignments and projects, and they gave me real insight into the types of problems engineers have to solve. Our professors were really kind and supportive, but they made us work so hard. By the time I graduated, I truly felt ready for the world of work.

Ivan: I decided to become an apprentice in construction instead of studying engineering at university. I think it was the better option for me because it enabled me to understand what it's like to work in the industry. During the course, I worked for two different companies – a large international construction company and a local building company. Both experiences were fantastic. Oh, and also earning money as I studied was a real advantage.

Text B

Planning for the future after school

Diane Kolakowski, In the Money Magazine

The decisions you make when you leave school have a major impact on your finances. Some young people are keen to jump into the job market or try their hand as an entrepreneur, but this route to wealth only works for a very small proportion of school leavers.

University courses, in contrast, have long been seen as a passport to the world of professional and managerial careers. A good grade in a well-chosen degree can bring opportunities to work in higher-paying roles. Indeed, a degree is a necessity for access to law, medicine, dentistry and many other sectors.

Recent research shows that a university degree may not be the most lucrative route for everybody. The research showed that those in trades such as plumbing and construction can earn more than teachers, accountants and architects. And while UK students finish university with an average debt of £50,000, those learning a trade earn about £17,000 per year *during* their studies, before entering the job market debt-free.



4.3 Writing module sample answers

Each question from the practice tasks has two sample answers, with a level given for each. These samples are provided to give guidance on **possible** ways to answer the questions. Compare your own writing with the sample answers below to help learn about how you can respond to questions in the ISE Digital exam.

Sample answers | 4.1 Written online communication

Sample answers | A: Online discussion

I agree with Lara that art makes us think about the world in different ways. Art can bring us positive emotions and help people to notice beautiful things around them. Painting and drawing can also help people relax.

Science has had many positive effects on our lives in medicine, travel and work. However, I don't think we should say one is more important than the other. It's not helpful to make comparisons like this.

(CEFR B1)

It could be argued that science is more important than art due to the improvements it brings to society, however, as far as I'm concerned, art is equally as necessary in helping us appreciate the world from different perspectives, as Lara mentions. While the benefits brought by art may not be immediately visible, we should remember that human beings thrive on admiring famous masterpieces and creating beautiful works of art themselves.

(CEFR B2)

Sample answers | B: Email

Dear Miss Christie,

I think it's fantastic news that there will be some after-school clubs next year. Why don't we have a mixture of activities that different groups of students will enjoy? For the sporty people, we could have a volleyball club. Other students enjoy playing instruments, so perhaps a music club would be interesting for them. I think these two activities will be popular because there's something for everyone!

Thanks,

Mark

(CEFR B1)

Regarding the proposal for after-school activities, my recommendation would be to cater for the interests of students as widely as possible. If I were you, I would provide activities covering both the performing arts, such as a theatre or music club, as well as something physical like an athletics club. I think a wide range of options would encourage more students to participate in the activities.

Best wishes

Annika

(CEFR B2)

**Sample answers | C: Group chat**

In my opinion, everyone should be able to find something interesting about The Science Museum so I wouldn't worry about it if I were you. There are plenty of exhibitions for different tastes. I'm excited about going to the history of video game technology exhibition.

But there are other possibilities like art galleries or the castle so maybe we should talk about it. What other places do you all think might be interesting for the class?

(CEFR B1)

The Science Museum is full of extraordinary exhibits, and I for one am thrilled that it's been chosen for the excursion. However, I recognise that others might not be as enthusiastic, therefore I was wondering if we should provide an alternative and have everyone vote on which they'd prefer. Does everyone support the visit to The Science Museum, or are there any suggestions for other venues which the class might find interesting?

(CEFR B2)



Sample answers | 4.2 Writing from sources

Sample answers | A: Online shopping

The world of shopping has been transformed by the internet in recent years. People regularly shop online because it is convenient and there is a wide variety of options. Some owners of physical stores think that online shopping is causing serious problems for shops in towns. However, in my opinion, there are more advantages than disadvantages in this situation.

Firstly, competition is a good thing for businesses, and they have to respond to changes in customer behaviour. For example, people like to look at clothing and jewellery online, but small shops which sell these products are very popular too. Consumers like the personal service and advice that shop owners can give. If these companies created online shops, they might be able to increase their customers and profits.

Although one downside is that it can be expensive to pay a professional web designer, it is a one-time cost. It is worth spending this money to get a professional look to the online shop because customers respond well to good websites. Another benefit is that the online shop can help advertise sales, discounts or special events which could bring more people to the physical shop too.

In conclusion, although it is natural to think that online shopping will make many shops go out of business, it does not have to be this way. Small shop owners can use this situation to their advantage if they think and plan carefully and integrate online shopping into their business goals.

(CEFR B2)

Whether the rise of online shopping has negatively impacted small shops in towns or not is a complex issue to assess with any degree of certainty. Various factors could also influence this situation such as the construction of out-of-town shopping centres or changes in population density. However, I believe that the effect is significant enough that local business owners should be concerned about their future.

The inconvenience of shopping in person in stores, which is both limited in choice and time consuming, is without a doubt driving consumers away from their local shops to some extent. Additionally, the range available online has more appeal and allows consumers to browse at any time. Currently, it is difficult to imagine how physical shops could compete, and the likelihood of the situation improving seems low.

However, we cannot know whether these effects are overwhelmingly negative or are just a transitional period in consumer behaviour with any certainty either. After all, plenty of people enjoy wandering around physical stores browsing sportswear, furniture and food. A concerning aspect is that they may be using these stores to collect ideas, which form the basis of online searches for more cost-effective alternatives. This gives local businesses the appearance of being more profitable than they actually are, which subsequently impacts the local economy of the town by producing less revenue.

Overall, I believe that small shops in towns are suffering as a consequence of the rapid and continuing increase in consumer spending online.

(CEFR C1)



Sample answers | B: Impact of tourism

Many people visit Greenridge because it is on the coast. There are plenty of attractions, and it is popular with families. Tourism is good for the economy, and it has helped the town develop in some areas. However, in other areas the effects of tourism have been negative.

Impact on the economy

Research has shown that tourism is good for the development of the economy. Hotels and restaurants have to buy supplies from other companies. This means people create new companies and services. This is called the multiplier effect, and it can be seen in Greenridge. The town has more businesses connected to tourism now than it used to have. Also, there are some successful local tourism companies such as realsouthwest-eng.com which provides interesting tours of the town.

Impact on accommodation

The town now has different accommodation options for tourists including hotels, apartments and houses. More accommodation means more tourists, which improves the economy. The negative aspect of this for local people is that they have limited choices now. This affects young people most because their salaries are low.

Recommendations

It would benefit the town significantly if the council decided to introduce some rules. For example, there should always be enough flats and houses for young people to rent. The council should restrict the rent prices.

In addition, the council should increase the accommodation. If the town is growing, then more houses should be built. This will bring economic benefits because a larger population will need more shops and services.

(CEFR B1)

The impact of tourism

Introduction

Our town is a popular holiday destination, however in recent years the increase in tourists has negatively impacted the lives of local people. This report will outline the situation and make recommendations.

Accommodation

Before the internet, hotels, guest houses and holiday cottages had to apply to the council for licenses. The regulations were strict, and the amount of holiday accommodation was limited. Nowadays however, any individual can rent their property to holidaymakers, a situation which has reduced the accommodation options for local residents. In addition, it is extremely difficult for seasonal workers to rent flats during the summer due to high prices. In one area of the country prices have risen by over 22%.

Business

The increase in the number of small businesses in recent years has been less beneficial than many people realise. This is because the majority of them are gift shops and other tourism-related businesses. The town has a serious need for a wider range of shops offering goods and services to local people.

Recommendations

I strongly suggest that the council restricts the amount of tourist accommodation in the city. If the council carried out a survey of the accommodation, a plan could be created to make sure there is enough housing for young people and seasonal employees. The council could discuss the needs with hotels and restaurants.

In order to increase the range of local businesses, the council could give local people some money to open specific shops. It would also be a good idea to hold a meeting to find out what improvements residents would like to see in the city.

(CEFR B2)



Sample answers | C: Learning skills

In the past, going to university was the best way to get a good job. However, nowadays the world of work is changing, and it will continue to change in the future. School leavers should consider carefully whether pursuing a job in a trade could be more beneficial than an expensive university course.

Climate change means that the world will need to build more environmentally friendly buildings. As a result, the world will soon need lots more people with practical skills, like electricians and construction workers. Of course, some engineers, architects and project planners will need insights into the issues involved in building these buildings. But for the majority of prospective employees, it will be more important to learn the sorts of practical skills that can only be picked up on the job or in an apprenticeship.

It is interesting to note that a recent study of different jobs showed that trade jobs had higher salaries than traditional academic jobs. Also, there is a shortage of people to work in these jobs. This suggests that many young people are unaware of such alternative career paths. If young people are unaware of these jobs, they are less likely to develop an interest in them. One misconception is that jobs in the trades are less well-paid, but recent research has shown this to be untrue.

In conclusion, I believe that many of us focus too much on academic subjects which are not as relevant to the modern world as they used to be. In my opinion, society would benefit if more young people turned from academic study towards practical learning.

(CEFR B2)

It has been suggested that practical skills are neglected in favour of academic subjects among young people. While I agree that exposing students to practical skills would benefit them to a certain extent, I am convinced that academic skills should continue to take priority.

I would certainly concede that more young people should be channelled into careers that are beneficial for themselves. More skilled workers are needed in construction, for example, and many companies lament the lack of young people to fill jobs in the sector. And of course, people have natural abilities and limitations: a degree in an expert subject is not suitable for everyone and should only be taken by those for whom the expense incurred is a worthwhile investment.

However, it must be remembered that academic knowledge underpins many practical skills. A recent report showed that the earning power of electricians and other trades is high, but for this to be the case, they need to have demonstrated a solid understanding of science. Covering this at university means they can focus their attention on acquiring practical skills when they take a particular role. It should also be noted that many tradespeople are self-employed which means that they are responsible for their own financial situation. Studying mathematics gives them a solid understanding of the principles of accounting and potentially means that they will be in a better position to manage a business during their careers.

In conclusion, it can be easy to criticise schools and suggest that wholesale changes to the curriculum would bring about significant improvements in the system. However, there are plenty of opportunities for young people to be educated in practical skills later in their working lives, and as such they should focus on academic knowledge in their younger years.

(CEFR C1)

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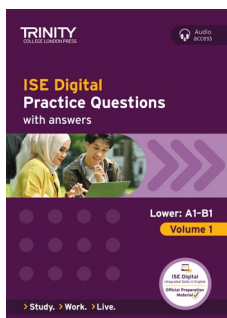
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